

Reception Annual Curriculum Map 2025 - 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Outline of the Learning Journey	New Beginnings and Ourselves	Seasons and Celebrations	People who help Us	All about Spring	On the farm	Around the world
Key Texts	Goldilocks and The Three Bear The Three Little Pigs The Colour Monster and The Colour Monster Goes to School by Anna Llenas	The Little Red Hen The Gingerbread man	The Bus is for Us- Michael Rosen and Gillian Tyler We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury The Great Race	The Very Hungry Caterpillar by Eric Carle Tadpole's Promise by Jeanne Willis and Tony Ross	Rosie's walk Farmer Duck Little Red Hen Farmyard Hullabaloo by Giles Andreae and David Wojtowycz	Hello Summer by Jo Lindley Seaside stories Masie goes on Holiday by Lucy Cousins Handa's Surprise by Eileen Browne
Additional Texts/ Resources	Ranger Hamza Jo Jo and Gran Gran Nursery rhymes	Nursery rhymes	Maps		Somebody Swallowed Stanley by Sarah Roberts and Hannah Peck The dot	
Key Curriculum Drivers	Getting to know the children All about me Rules and Routines Ourselves My family Spheres of influence Black History Month	Changes in the Autumn and then Winter, Harvest Diwali, Hanukkah, Christmas Other people's Feelings	Journeys, transport Different types of people who help us Shorter and longer journeys (around the world) Chinese New Year Setting goals	Lifecycles New life Growing and changing Easter Eid Passover	Where Food Comes From Food in Shops Growing Food Farm animals Looking after animals World Earth Day	Special Places Special People Friendships Similarities and Differences What Makes a Place Special? Transitions

Reception Annual Curriculum Map 2025 - 2026

Significant People	Ranger Hamza					
Visits/Visitors	Walk around the school and the school grounds Walk to the post box to send a 'sorry' letter to the bears from Goldilocks Diwali dance workshop	Walk to Big Wood Visit the Free Church for Christmas dance workshop	Spirit of the Wild Walk around the Local area to explore transport	Visit the Junior School pond	Walk to Supermarket Trip to Aldenham Park	Walk around Temple Fortune and Garden Suburb to explore local area
Areas of Learning						
Communication + Language						
<p>Early Learning Goals:</p> <p>Speaking Listening and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Speaking:</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>						
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking Listening and Understanding	To listen to and following basic classroom instructions To understand why listening is important To be able to follow instructions/directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To learn songs and rhymes for a performance To retell a story To follow a story without pictures of props	To use talk to help to work out problems, and organise thinking and activities To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth interactions

Reception Annual Curriculum Map 2025 - 2026

Speaking:	<p>To talk in front of a small group</p> <p>To talk to their teacher and other supporting adults</p> <p>To learn new vocabulary linked to the topic</p>	<p>To answer questions in front of a whole class, maintaining attention for longer</p> <p>To use new vocabulary throughout their learning and play</p>	<p>To develop confidence to talk to other adults they know at school</p> <p>To talk in sentences using a conjunction e.g. and/or /because</p>	<p>To use new vocabulary in a range of contexts</p> <p>To engage in non-fiction books</p>	<p>To engage in non-fiction books</p> <p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify their thinking, ideas, feelings and events</p>	<p>To talk to a range of adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p>
Personal, Social and Emotional						
<p>Early Learning Goals</p> <p>Self - Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building Relationships</p> <p>Work and play cooperatively and take turns with others</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others' needs</p>						
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self - Regulation	<p>To recognise different emotions</p> <p>To understand how people show emotions</p>	<p>To talk about how they are feeling; comfortable, uncomfortable</p> <p>To consider how others are feeling and how their behaviour affects them</p>	<p>To maintain their focus during longer whole class input sessions</p> <p>To follow an instruction which involves more than one step</p>	<p>To manage their feelings</p> <p>To continue to consider the needs and feelings of others</p>	<p>To continue to learn how to manage and control their emotions using a range of techniques</p> <p>To talk about problems and their feelings</p>	<p>To be able to maintain their focus during extended whole class teaching sessions and independent learning activities</p>

Reception Annual Curriculum Map 2025 - 2026

	<p>To focus during short whole class activities</p> <p>To follow one-step instructions</p> <p>To talk about what makes them special</p>	<p>To change their behaviour to a range of situations</p>				
ELG Managing Self	<p>To independently be able to:</p> <ul style="list-style-type: none"> - use the toilet - wash hands - put coat on - change shoes <p>To explore the Reception environment</p> <p>To begin to understand the rules of a classroom</p>	<p>To have the confidence to try new activities</p> <p>To develop the ability to follow the rules of the classroom</p> <p>To begin to understand learning behaviours</p> <p>To identify and name healthy foods</p> <p>To understand the importance of healthy food choices</p>	<p>To begin to show resilience and perseverance when faced with a challenge</p> <p>To independently manage to fasten a zipper on a coat.</p> <p>To independently manage to fasten button</p>	<p>To show resilience and perseverance in the face of challenge</p> <p>To manage their social behaviour when performing for adults</p>	<p>To learn the importance of respecting animals and other people (during visit to the farm)</p> <p>To learn to be safe around animals</p> <p>To show a good level of independence in their ability to manage their own basic needs</p> <p>To independently put their uniform on including managing to fasten zippers, buttons and buckles with minimal support</p>	<p>To identify and name healthy foods</p> <p>To understand the importance of healthy food choices</p> <p>To learn about being resilient when facing change and moving on to a different year group</p>
ELG Building Relationships	<p>To seek support from adults when needed</p> <p>To gain confidence to speak to others in their class, and to adults</p> <p>To play with children who are playing with the same activity</p>	<p>To identify adults who are 'safe adults', who they can speak to if they are feeling uncomfortable</p> <p>To begin to develop friendships</p> <p>To begin to develop positive relationships with Reception staff</p>	<p>To begin to work as a group, with support from adults</p> <p>To take turns during group work and when playing games together</p> <p>To learn to understand that their actions can affect other people</p>	<p>To listen to the ideas of others</p> <p>To find solutions to disagreements, with support from adults</p>	<p>To develop relationships with other adults around the school – to support transitions</p> <p>To communicate with a range of people within school</p>	<p>To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play</p> <p>To have developed strong friendships</p>

Reception Annual Curriculum Map 2025 - 2026

Physical Development						
<p>Early Learning Goals</p> <p>Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery</p> <p>Begin to show accuracy and care when drawing</p>						
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Gross Motor Skills</p> <p>Get Set 4 PE</p>	<p>Introduction to PE (unit 1): Children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.</p> <p>Fundamentals (unit 1) Develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing,</p>	<p>Fundamentals (Unit 2): Develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.</p> <p>Introduction to P.E (unit 2): Children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping</p>	<p>Dance (unit 1): Develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p> <p>Gymnastics (unit 1): Develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic</p>	<p>Ball Skills (unit 1): Develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p> <p>Dance (unit 2): Develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances.</p>	<p>Gymnastics (unit 2): Develop their basic gymnastic skills. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p> <p>Games (unit 1): Develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by</p>	<p>Games: (unit 2): Practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</p> <p>Ball Skills (unit 2): Develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a</p>

Reception Annual Curriculum Map 2025 - 2026

	<p>running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p>	<p>safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules</p>	<p>movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p>	<p>Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p>	<p>the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p>	<p>ball. Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p>
Fine Motor Skills	<p>To use a dominant hand To make marks using shapes To begin to use a tripod grip when using mark making tools To thread large beads To hold scissors correctly and make snips in paper To use tweezers to transfer objects To make points in playdough by pinching</p>	<p>To begin to hold a knife and fork correctly To begin to use anticlockwise movements and retrace vertical lines To hold scissors correctly and cut along a straight or zig zagged line To use a tripod grip when mark making. To write taught letters using correct letter formation</p>	<p>To continue to use a tripod grip for mark making To thread with small beads To write taught letters using correct letter formation</p>	<p>To hold scissors safely and correctly and cut out large shapes To write letters using the correct letter formation and control the size of the letters formed</p>	<p>To hold scissors safely and correctly and cut out various materials To paint using thinner brushes To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line</p>	<p>To create detail in drawings, using a range of tools accurately To cut out shapes, materials and resources with skill and accuracy To independently use a knife and fork for all appropriate meals</p>
Griffin OT	<p>Scissor skills: Pre scissors skills: sponges, squeeze bottles, tong snap, tennis balls, tweezers, pegs, rice ball, straws</p> <p>Write Rules: Stage One: Week 1- colouring Week 2- vertical and horizontal lines</p>	<p>Scissor skills: Stage One: Snipping straw, cards, lines</p> <p>Scissor skills: Stage Two: Snipping squares, circles</p> <p>Scissor skills: Stage Three: Cut and fold, cut and tape</p> <p>Write Rules: Stage One:</p>	<p>Scissor skills: Stage Four: Blobs and zig zags</p> <p>Write Rules: Stage One: Week 13- Letters 'c, o' Week 14- Letters 'a, d' Week 15- Letters 'd, g' Week 16- Letters 'q, f' Week 17- Letters 's, e' Week 18- Oblique lines Week 19- Letters 'v, w'</p>	<p>Write Rules: Stage One: Week 20- Letters 'x, z, k' Week 21- Writing my name Week 22- Letters 'l, t, i, j, u, y' Week 23- Letters 'r, n, m' Week 24- Letters 'h, b, p' Week 25- Letters 'c, o, a'</p>	<p>Write Rules: Stage One: Week 26- Letters 'd, g, q' Week 27- Letters 'f, s, e' Week 28- Letters 'w, v, x, z, k' Week 29- Writing sentences 1 Week 30- Writing sentences 2</p> <p>Write Rules: Stage Two:</p>	<p>Write Rules: Stage Two: Week 1- pencil control Week 2- pencil controlling and size Week 3- position on the line: short Week 4- position on the line: tall Week 5 Capital letters 'l, L, T, H, E, F'</p>

Reception Annual Curriculum Map 2025 - 2026

	Week 3- circles and rainbows Week 4- crocodile snap Week 5- drawing	Week 6- crosses and squares Week 7- Letters 'l' and 't' Week 8- Letters 'i' and 'j' Week 9- Letters 'u' and 'y' Week 10- Letters 'l, t, i, j, u, y' Week 11- Letters 'r, n, m' Week 12- Letters 'h, b, p'	Supporting pencil grasp development activities: coins, playdough, sponge, dowel, counters, Duplo, towers/bricks, water painting, threading beads, tearing paper, child band, water dropper (pipettes), crayons and lines		Week 1- crocodile snap	Week 5 - Capital letters- 'J, C, O, Q, G' Week 6 - Capital letters- 'U, D, P, B, S' Week 6- Capital letters- 'R, K, A, N, M' Week 7 - Capital letters 'V, W, X, Y, Z' Week 21- spaces
--	---	---	--	--	------------------------	---

Literacy

Early Learning Goals

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Anticipate (where appropriate) key events in stories

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play

Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs

Read words consistent with their phonic knowledge by sound-blending

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing

Write recognisable letters, most of which are correctly formed

Spell words by identifying sounds in them and representing the sounds with a letter or letters

Write simple phrases and sentences that can be read by others

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	To use pictures to tell stories To listen to stories read and engage in story time To independently look at a book, holding it the correct way and turning pages carefully	To role play and act out stories they have heard To begin to understand the sequence of a story, identifying the beginning, middle and end	To sequence familiar stories To join in with repeated phrases and actions in stories To begin to answer questions about stories read to them To enjoy an increasing range of books, which	To begin to predict what might happen next in a story To know information can be retrieved from books To use a book to find the answer to a given question	To begin to answer questions about what they have read To use vocabulary that is influenced by their experience of books	To answer questions about what they have read To suggest what might happen at the end of a story To retell a story they have heard To follow a story without pictures of props

Reception Annual Curriculum Map 2025 - 2026

			may include fiction, nonfiction, poems and rhyme			To identify and talk about the characters in books they are enjoying listening to or reading
Word Reading	To recognise their written name To identify the initial sound in words To begin to orally blend sounds in short words e.g. cat, dog	To blend sounds to read words using taught sounds To begin reading captions and sentences using taught sounds To read books matching their phonics ability	To read captions and sentences using taught sounds	To begin to read longer captions and sentences using taught sounds	To begin to read longer captions and sentences using taught sounds and longer words	To fully embed their knowledge of phase 2 and phase 3 phonics, and the application of these into reading and writing To continue with phase 4 phonics and phase 4 common exception words
Little Wandle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	To copy letter shapes which are familiar to them e.g. from their name To give meaning to the marks they make as they write To copy taught shapes and letters To write the initial sounds in words	To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write for different purposes To begin to write captions using taught sounds	To form lower case letters correctly, from the correct starting point To begin to write sentences using finger spaces To spell words using taught sounds, including special friends To spell some tricky words correctly	To begin to form capital letters correctly To understand that sentences start with a capital letter and end with a full stop To write sentences using finger spaces and full stops To spell words using taught sounds, including special friends	To form lower and capital letters correctly To begin to write longer words which are spelt phonetically To begin to use a capital letter at the start of a sentence To begin to read their written work back and check for meaning	To form lower and capital letters correctly To write sentences using a capital letter, finger spaces and a full stop To begin to read their written work back and check for meaning
Mathematics						
<p>Early Learning Goals</p> <p>Number Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p> <p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Reception Annual Curriculum Map 2025 - 2026

	<p>Settling in and exploring provision: Key times of day and class routines, Positional language: where do things belong? Counting through songs and rhymes, Number and shape stories</p> <p>Mastering Number: Subitising numbers to 3, representing numbers on fingers, identifying subgroups (1, 2, 3), counting to 5 with one-to-one correspondence, understanding quantity and number composition (2, 3, 4), comparing sets using 'more than' and 'fewer than'</p> <p>Shape, Space & Measure (SSM): Exploring copying, and creating simple patterns, comparing size, mass, and capacity, finding balance and exploring</p>	<p>Mastering Number: Counting to 5 and showing numbers on fingers, one-to-one correspondence and using frames to show 5, combining 5 and 5 to make 10, comparing groups: more than, fewer than, equal, exploring parts and wholes (e.g., parts of body, animals, numbers), composing and decomposing numbers to 5, matching numbers and quantities, recognising and representing numbers to 5, understanding that quantity stays the same when moved</p> <p>Shape, Space & Measure (SSM): Naming and comparing circles, triangles, and 4-sided shapes, combining and identifying shapes in the environment, exploring and comparing length and height, using patterns and shapes in everyday contexts.</p> <p>Assessment & Consolidation: Focus on key concepts: subitising, showing numbers to 5, counting with one-to-one, recognising numerals</p>	<p>Mastering Number: counting beyond 5, recognising numerals to 10, subitising numbers to 5 and recognising different arrangements, understanding one more and one fewer, composing and decomposing numbers to 5 and 6, comparing quantities using "more than", "fewer than", and "equal to", matching numerals to quantities and using different representations (e.g. fingers, counters, dice), exploring number bonds to 5 and 10</p> <p>Shape, Space & Measure (SSM): naming and exploring 2D and 3D shapes, describing and creating patterns, comparing length, height, weight, and capacity, using positional language (e.g. next to, behind, under), exploring time: days of the week, routines, and sequencing events</p> <p>Assessment & Consolidation: Regular consolidation of number facts and skills, counting, subitising, or comparing quantities</p>	<p>Mastering Number: counting to 30 and ordering numbers to 10, understanding '5 and a bit more' for numbers 6–8, one more, one less, and number patterns, composing and decomposing numbers (6, 7, 8), exploring doubles and equal sets, sorting objects by different attributes, introducing odd and even numbers</p> <p>Shape, Space & Measure (SSM): Naming and exploring 3D shapes, finding 2D shapes within 3D shapes, using 3D shapes in tasks and in the environment, spotting and creating repeating patterns, identifying the unit of repeat in patterns</p> <p>Key Focus: Reinforce number composition, pattern spotting, and shape recognition</p>	<p>Mastering Number: counting things that can't be seen (e.g. sounds, actions, time), counting on from a given number, exploring arrangements and compositions of 6–9 using fingers and frames, understanding number bonds to 10 (e.g. 5 and 5, missing parts of 10), using number tracks to order numbers and talk about position, learning and playing track games</p> <p>Shape, Space & Measure (SSM): Selecting and rotating shapes for a purpose, manipulating and explaining shape arrangements, composing and decomposing shapes, describing shape positions and exploring how shapes fit together</p> <p>Assessment & Consolidation: Review of key number concepts: counting, composition, subitising, number bonds</p>	<p>Mastering Number: Use a rekenrek to explore counting- 1 more and 1 fewer, understand and make '5 and a bit' numbers using rekenreks and ten frames, explore number composition and doubles patterns, count objects accurately including stopping at a given number, practise counting to 20 and 100, compare sets using more than fewer than and equal, explore order and size of numbers up to 10, identify and sort doubles, odd and even numbers</p> <p>Shape, Space & Measure (SSM): Visualise from different positions and describe where things are, give and follow instructions to build or place objects, begin to explore simple mapping and spatial awareness, represent familiar places using models and maps</p>
Understanding the World						
<p>Past and Present Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>						

Reception Annual Curriculum Map 2025 - 2026

Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Computing– There are no early learning goals that directly relate to computing objectives, It is still expected that children will be introduced to appropriate technology and use it within their provision

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present	To be able to identify how they have changed from when they were a baby	To talk about the lives of the people around us To know about the past through settings, characters and events encounters in books read in class and storytelling	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (compare journeys from two books)	To know about the past through settings, characters and events encountered in books read in class and storytelling (growing and change)	To know about the past through settings, characters and events encountered in books read in class and storytelling (growing food and farming)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class To know about the past through settings, characters and events encountered in books read in class and storytelling
People, Culture and Communities	To be able to talk about their own lives – my family, my school, my world To recognise similarities and differences between themselves and their peers To know the name of the town where they live.	To know about people who help us within the local community. To identify different celebrations and how people celebrate To talk about how Hindus celebrate Diwali To know the Christmas? Hanukkah story and how it is celebrated	To talk about Chinese New Year To know about people who help us within the local community Talk about places we come from and that we have travelled to, referring to information, maps and globes	To know that Christians celebrate Easter	To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps To know that simple symbols are used to identify features on a map To know and talk about places that are special to them	To know how we can look after each other To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

Reception Annual Curriculum Map 2025 - 2026

			Learn names of roads around the school and the local high street			
The Natural World	<p>To describe what they can see, hear, smell and feel when they are outside</p> <p>To know features of their own immediate environment (classroom, playground, dining hall)</p> <p>To begin to identify and recognise the features of Autumn</p>	<p>To describe what they can see, hear, smell and feel when they are outside</p> <p>To know features of their own immediate environment (Big Wood walk)</p> <p>To continue to identify and recognise the features of Autumn</p> <p>To know and compare habitats</p>	To identify and recognise the features of Winter	<p>To identify and recognise the features of Spring</p> <p>To observe the changes that happen in Spring</p> <p>To know how we look after the natural environment and living things</p> <p>To begin to explore lifecycles</p>	<p>To talk about a simple map and draw information on it</p> <p>To talk about a simple map and draw information on it</p> <p>To know and compare habitats (farm and where they live)</p>	<p>To talk about a simple map and draw information from it</p> <p>To identify and recognise the features of Summer</p> <p>To know there are many countries around the world</p> <p>To know about the features of the world – forests, rainforests, jungles, deserts and oceans</p> <p>To explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>

Reception Annual Curriculum Map 2025 - 2026

Computing	To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons	To learn about safety To draw pictures on the IWB and be able to select colours	To use the iPad to take pictures To draw pictures using the IWB and be able to select colours and change pen size	To use the IWB, changing games and programmes.	To explore how the Beebots/code a pillars work.	To give reasons why we need to stay safe online.
R.E. Barnet Agreed Syllabus	<p>Big Question 1</p> <p>What is real?</p> <p>Reality is about understanding what different religions and worldviews teach about what is real and what is not.</p>	<p>Big Question 2</p> <p>Where do we come from?</p> <p>Origins is about understanding what different religions and worldviews teach about the origins of the universe, the nature of existence and our place in the world.</p>	<p>Big Question 3</p> <p>How do we know?</p> <p>Knowledge is about understanding what different religions and worldviews teach about the nature of knowledge, belief and things that are considered to be true.</p>	<p>Big Question 4</p> <p>What is our situation?</p> <p>Situation is about understanding the position we find ourselves in, the person we are and how we live and interact in the world.</p>	<p>Big Question 5</p> <p>What is our goal?</p> <p>Goal is about understanding what different religions and worldviews teach about what is good, of worth or value, and the ultimate goal that individuals should aim for.</p>	<p>Big Question 6</p> <p>How do we get there?</p> <p>Path is about understanding that humans may carry out certain actions, behaviours and rituals that are seen as essential to progress and remain on their path, to reach a goal.</p>
Expressive Arts						
<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music</p>						
Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials	<p>Drawing Bears</p> <ul style="list-style-type: none"> Begin to draw circles and ovals that are closed and begin to join different 	<p>Imaginative Drawing</p> <ul style="list-style-type: none"> Explore making a variety of marks with different drawing tools 	<p>Mark making through Drawing</p> <p>Begin to make marks that can be repeated to form a pattern, using a journey</p>	<p>Drawing Objects</p> <ul style="list-style-type: none"> Practise drawing straight sided and curved 2D shapes and joining them together 	<p>Drawing Animals</p> <ul style="list-style-type: none"> Continue to draw shapes that are closed and join different shapes 	<p>Painting</p> <p>Mix secondary colours: orange, green and purple</p>

Reception Annual Curriculum Map 2025 - 2026

	<p>shapes e.g. drawing a bear /pig.</p> <ul style="list-style-type: none"> ● Begin to fill a drawn space with a colour using chalk pastels. ● Begin to use different art media e.g. paint, chalk pastels, oil pastels, charcoal, graphite sticks etc. <p>Painting/Collage Creating faces from natural/recycled materials/3D work</p> <ul style="list-style-type: none"> ● Handle and manipulate a wide range of collage materials, sorting and selecting according to colour, shape, texture, size. ● Explore paint colours with fingers/ thick and thin brushes ● Begin to assemble and join materials to make a model <p>3D</p> <ul style="list-style-type: none"> ● Begin to make models with a purpose ● Use cooking techniques 	<p>3D Work/Painting</p> <p>Clay lamps</p> <ul style="list-style-type: none"> ● Handle and explore a range of malleable/materials that can be joined to make a form. ● Explore clay by rolling, pushing and pulling to form a clay pot ● Decorate a clay pot with paint <p>3D</p> <ul style="list-style-type: none"> ● Make models with a purpose ● Use cooking techniques ● Fold and join card to make a 3D product 	<p>around school as a starting point</p> <ul style="list-style-type: none"> ● Use imagination to draw things they would pack in their suitcase for a journey <p>3D</p> <ul style="list-style-type: none"> ● Explore different techniques for joining materials. ● Use cooking techniques 	<p>to create a picture</p> <p>Painting</p> <ul style="list-style-type: none"> ● Begin to explore mixing primary colours and filling a space ● Make paintings from observations of seasonal flowering plants <p>3D</p> <p>Explore different techniques for joining materials</p> <p>Use cooking techniques</p>	<ul style="list-style-type: none"> ● Fill a drawn space with a colour using chalk pastels <p>Collage</p> <p>Torn paper animals</p> <ul style="list-style-type: none"> ● Experiment with tearing paper into simple shapes ● Explore arranging + overlapping and chosen collage pieces <p>3D</p> <p>Use cooking techniques (fruit salad and lemonade)</p>	<ul style="list-style-type: none"> ● Make different marks and patterns in paint ● know how to wash and dry a paintbrush <p>3D</p> <p>Fold and join card to make a 3D product</p>
<p>Being Imaginative and Expressive - Music</p>	<p>Games to get to Know each other & Fairy-tales</p> <ul style="list-style-type: none"> ● Basic posture with relaxed shoulders, singing mouth and sound projection ● Unison 	<p>Fireworks soundscapes</p> <ul style="list-style-type: none"> ● Basic posture ● Dynamic contrast ● Explore combinations of different percussion instruments ● Explore combinations of sounds 	<p>Composing animals music & Noah's ark</p> <ul style="list-style-type: none"> ● Explore combinations of different percussion instruments ● Explore combinations of sounds 	<p>Reception Show & Songs</p> <ul style="list-style-type: none"> ● Basic posture with relaxed shoulders, singing mouth and sound projection ● Unison ● Perform to an audience 	<p>Singing Animal songs</p> <ul style="list-style-type: none"> ● Basic posture with relaxed shoulders, singing mouth and sound projection ● Unison 	<p>Beat & Rhythm</p> <ul style="list-style-type: none"> ● Beat (moving in in time to music) ● Simple rhythmic patterns aurally (identify / repeat)

Reception Annual Curriculum Map 2025 - 2026

	<ul style="list-style-type: none">• Free exploration of pitch and rhythm• High and low• Sing nursery rhymes	<ul style="list-style-type: none">• Nursery rhymes	<ul style="list-style-type: none">• Composing soundscapes		<ul style="list-style-type: none">• learning new songs	
--	---	--	---	--	--	--