Reedley Primary School Curriculum Map
Reception (2026-2027)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Marvellous Me!**	**Let's Celebrate!**	**Dinosaur Detectives!**	**Traditional Tales!**	**Things that grow and change!**	**Let's go on an adventure!**
Visitor/visits/ experiences	Photos of families and homes School Library Service: Starting School Tour around the school Role Play Village Museum Loan Box: People Who Help Us	Autumn Seasonal Walk School Library Service: Celebrations Theme Day: Bonfire Night Art Week: Andy Goldsworthy Christmas Performance Museum Loan Box: Indian Artefacts	Winter Seasonal Walk Dinosaur footprints School Library Service: Dinosaurs	Spring Seasonal Walk School Library Service: Traditional Tales Theme Day: Pancake Day Theme Day: World Book Day Art Week: Henri Matisse Theme Day: Easter	Caterpillars School Library Service: Life Cycles Farm trip Balance Bike Training	Summer Seasonal Walk School Library Service: Transport Pirate day Road Safety Training Art Week: Pablo Picasso Museum Loan Box: Life Cycles
Literacy Core Texts	Baseline and Routines (2 weeks) Story on a theme I Like Myself by Karen Beaumont (3 weeks) Story on a theme Martha Maps It Out by Leigh Hodgkinson (3 weeks)	Non-Fiction Text Diwali Celebrate with Me! (2 weeks) Story on a theme Leaf Man by Lois Elhert (2 weeks) Classic Stories Owl Babies by Martin Waddell (3 weeks)	Non-fiction Text Dinosaurs (3 weeks) Stories about people from History Little People, Big Dreams: Mary Anning by Maria Vegara (2 weeks) Stories from other cultures The story of Chinese New Year (1 week)	Traditional tales Goldilocks and the Three Bears (2.5 weeks) Traditional Tales Little Red Riding Hood (2.5 weeks)	Non-fiction Text Farm (2 weeks) Traditional Tales Jack and the Beanstalk (3 weeks) Non-fiction Text The Life Cycle of a Butterfly (2 weeks)	Stories in familiar settings The Naughty Bus by Jan Oke (3 weeks) Story on a theme The Queen's Hat (3 weeks)
Phonics (Red Rose Phonics)	Most children to access Aspect 6 and 7 within the first few weeks. Phase 1: Some children Phase 2: Most children	Phase 2 Phase 1 Aspect 5,6,7 alongside for some children	Fastrack Phase 2: Some children Phase 3	Phase 3	Phase 3 Phase 4: Some children	Phase 4
Literacy (Comprehension, Word Reading, Writing)	Develop enjoyment of stories, rhymes and songs. Handle books correctly and talk about pictures and events. Recognise environmental print and own name.	Blend sounds to read simple words. Recognise and read some common exception words. Write letters with increasing accuracy.	Read simple sentences using known sounds. Retell and discuss familiar stories. Develop understanding of story structure and characters.	Read with increasing accuracy and confidence. Use phonics to decode unfamiliar words. Discuss stories, information texts and key events.	Read simple books with increasing fluency. Talk about what has been read and make predictions. Write for different purposes, including stories, labels and messages.	Read simple texts independently and with understanding. Discuss characters, settings and key events. Use a range of vocabulary from stories and learning experiences.

	Explore mark making and give meaning to marks.	Begin writing simple words and captions.	Write simple phrases and short sentences. Use finger spaces and hear sounds in words.	Write sentences that can be read by others. Begin to check and improve writing independently.	Use phonics knowledge confidently in writing. Begin using capital letters and full stops.	Write simple sentences with increasing accuracy and detail. Apply phonics, spelling and sentence-writing skills independently.
Red Rose Maths	Baseline Number 1 Numbers to 2 Numbers to 3 Numbers to 4	Numbers to 5 Numbers to 6 Numbers to 7 Numbers to 8 Numbers to 9 Numbers to 10	Counting and Comparing Partitioning Addition and Subtraction Comparing Measures Sorting and Patterning	Shape Addition and Subtraction Multiplication and Division Space Time	Counting, Comparing and Ordering Numbers to 20 Measures (Length, Mass and Capacity) Money Shape, Sorting and Patterning	Multiplication and Division Space Time Addition and Subtraction Numbers to 20
Maths (Number and Numerical Patterns)	Develop counting skills through songs, games and practical activities. Count objects accurately and match numbers to quantities. Recognise, represent and compare numbers to 4. Explore patterns, sorting and matching. Use mathematical language such as more, less, same and different.	Count, recognise and represent numbers to 10. Explore the composition of numbers within 10. Compare quantities and identify one more and one less. Explore shape, space and measure through play.	Develop understanding of numbers to 10. Explore addition and subtraction using practical resources. Recall number bonds within 10. Compare mass, capacity and length. Continue exploring 2D and 3D shapes. Investigate repeating patterns.	Explore number patterns and relationships. Develop confidence in adding and subtracting within 10. Compare quantities and solve simple problems. Use positional language and explore time.	Count, recognise and represent numbers beyond 10. Explore doubles, sharing and grouping. Solve practical mathematical problems. Use mathematical vocabulary to explain thinking. Consolidate understanding of shape, measure and patterns.	Build fluency with numbers to 20. Count confidently to 20 and beyond. Demonstrate secure understanding of number composition. Solve simple addition and subtraction problems independently. Recognise, create and extend patterns. Apply mathematical skills across play and real-life contexts. Prepare for the mathematical expectations of Year 1.
Personal, Social, Emotional Development (Self-Regulation, Managing Self, Building Relationships)	Building relationships with adults and peers. Learning classroom routines and expectations.	Making and maintaining friendships. Sharing, taking turns, and cooperating with others. Understanding similarities and differences between people.	Identifying a wider range of emotions. Learning strategies to regulate feelings.	Becoming more independent in self-care and learning tasks. Taking responsibility for belongings and classroom jobs.	Recognising strengths and achievements. Speaking confidently in groups. Setting simple goals and celebrating success.	Developing independence for the move to Year 1. Managing change and new experiences positively.

Supported with resources from PSHE Association and PolEd	Developing confidence to separate from parents/carers. Recognising and talking about feelings. SMSC – sharing of resources within the classroom, negotiating of responses and group problem solving Dental Health and Toothbrushing	Developing a sense of belonging within the class community. SMSC – developing awareness of and responding to others' needs and wants	Following rules and understanding consequences. Developing resilience and perseverance.	Making choices and expressing preferences appropriately. Building confidence in trying new activities.	Showing empathy and consideration for others.	Working collaboratively and solving problems with others. Reflecting on personal growth and achievements throughout the year. NSPCC: Talk PANTS
Communication and Language (Listening, Attention and Understanding, Speaking)	Listen attentively during stories, songs and routines. Follow simple instructions and classroom expectations. Build confidence speaking to adults and peers. Learn and use new vocabulary linked to topics and experiences. Role play familiar experiences (home corner). Ask simple questions. WellComm Entry assessment	Speak in sentences about first hand experiences. Listen and respond appropriately in conversations with support. Follow instructions with more than one step. Ask and answer questions about stories and experiences. Use talk to share ideas, needs and feelings. Talk about past and present. Talk about other cultures Answer what, who and where questions. Ask questions Role play familiar experiences (enhancements based on cultural celebrations) WellComm reassessment	Listen carefully in small-group and whole-class discussions. Retell familiar stories and events in sequence. Use a growing vocabulary to explain thinking and ideas. Take turns and respond to others in conversations. Speak in sentences about first hand experiences Talk about past and present Extend vocabulary using non-fiction texts	Understand and use new vocabulary across the curriculum. Describe events, characters and experiences in more detail. Ask questions to find out more information. Use talk to solve problems and organise play. Begin to say what characters think and feel Answer who, what, where, when, how and why questions Speak in sentences about the past WellComm reassessment	Speak clearly in a range of situations. Share ideas and opinions with increasing confidence. Listen to and build on the contributions of others. Use language to explain, predict and reason. Follow instructions to plant a seed Use talk to explain a process to others Ask how and why questions Talk about and describe growth and change in their environment Say what characters think and feel	Listen attentively and respond appropriately in different contexts. Follow longer instructions independently. Express ideas, experiences and feelings clearly. Use a broad vocabulary and full sentences in conversations. Participate confidently in discussions, storytelling and role play. Retell first hand experience of a journey Show awareness of listener WellComm reassessment
Physical Development	Move safely indoors and outdoors.	Improve balance and body control.	Develop agility, speed and coordination. Jump, hop and land safely.	Combine movements with greater control.	Apply movement skills in physical challenges.	Combine running, jumping, balancing and throwing skills.

(Gross Motor Skills, Fine Motor Skills - **PE**)	Develop balance, coordination and spatial awareness. Practise running, jumping, hopping and climbing. Build hand strength through playdough, threading and construction. Begin using pencils, scissors and paintbrushes with control. Explore mark making and early pencil grip.	Throw, catch, roll and kick with increasing accuracy. Respond to movement instructions in games and dance. Develop cutting, sticking and tool skills. Form patterns, shapes and early letter forms. Manage coats and simple fastenings independently.	Build stamina through active play. Improve pencil control and letter formation. Strengthen dexterity through threading and small tools. Increase independence in self-care routines.	Improve aiming and catching skills. Take part in team games and cooperative activities. Learn about exercise and healthy lifestyles. Develop fluency in drawing and writing. Use scissors and tools with increasing accuracy.	Show confidence in balancing, climbing and games. Improve coordination and endurance. Write with increasing fluency and control. Use tools effectively for creative and practical tasks. Manage belongings and self-care independently.	Work cooperatively in team activities. Show awareness of safety and personal space. Demonstrate resilience in physical challenges. Use an effective pencil grip consistently. Write letters and simple words accurately. Use classroom tools independently and confidently. SMSC – delighting in movement particularly when pupils are able to show spontaneity
PE	Fundamental Movement Skills	Sending and Receiving	Net and Wall Skills	Gymnastics	Athletics	Invasion Games (Moving into space)
Understanding the World (Past and Present – **History**)	Talk about themselves, their families and special people. Explore similarities and differences between family members. Discuss events that have happened in their own lives. Begin to understand that everyone has their own history. Daily routines, visual timetable and sequencing familiar events. Historical concept: Similarities and differences	Learn about celebrations and festivals from their own and other cultures. Compare how celebrations are marked now and in the past. Awareness of time and things that are celebrated every year. (last year, this year, next year) Talk about special memories and family traditions. Use vocabulary such as past, present, before and after, I went, I will go. Historical concept: Chronology and time	Compare life in stories with life today. Discuss how things have changed over time. Begin to understand that some events happened a long time ago. Learn about people who help in the community now and in the past. Use simple historical vocabulary when discussing change. Important people from history- Mary Anning	Explore traditional tales and stories. To know that traditional tales were written a long time ago and the versions have changed over time. Sequencing a story and talking about the beginning, middle and end. Talk about how everyday life has changed. SMSC – Exploring similarities and differences and how respect for others can be expressed	Explore the life cycles of plants, animals and humans. Discuss how living things change over time. Compare photographs and experiences from babyhood to the present. Sequence stages of growth and development. Use vocabulary such as baby, child, adult, grow and change. Baby animals and grown up animals Investigating a short amount of time (seconds) and a long time (weeks)	Reflect on their Reception year and how they have changed. Sequence events from their own lives. Talk about significant experiences and memories. Compare past and present using increasingly accurate vocabulary. Develop an awareness that the past can be explored through stories, photographs and artefacts. SMSC – raising questions about the effects of technological change on human life and the world

					Historical concept: Chronology and time Historical enquiry	around them (Transport and medical advances)
Understanding the World (People, Cultures and Communities – **RE, PSHE**)	Exploring Diwali Talk about themselves, their families and people who are important to them. Explore similarities and differences between families. Learn about the school community and classroom routines. Develop a sense of belonging and respect for others. SMSC – exploring similarities and differences and how respect for others can be expressed	Bonfire Night Remembrance Day Hanukkah Christmas Learn about a range of celebrations and festivals. Explore traditions from different cultures and religions. Talk about how families celebrate special occasions. Recognise similarities and differences between communities. SMSC – Exploring similarities and differences between faiths and cultures	New Year Chinese New Year Explore different homes and environments. Compare their local area with places in other countries. Learn about how people live in different parts of the world. Develop understanding of similarities and differences in daily life.	Shrove Tuesday/Ash Wednesday/Lent Easter Holi Ramadan Learn about roles within the local community. Understand how different people contribute to society. Explore services that help keep communities safe and healthy. Develop respect and appreciation for a range of occupations. SMSC – Exploring spiritual choices and considering the impact of these on believers and relevance to own lives.	Eid al-Fitr Explore countries, cultures and traditions from around the world. Compare foods, clothing, music and customs. Recognise similarities and differences between their own lives and those of others. Develop curiosity and respect for different ways of life. SMSC – engaging with text, artefacts and other sources from different religious backgrounds	Reflect on their place within the school and local community. Learn about caring for others and the environment. Explore how communities work together. Develop understanding of diversity, inclusion and mutual respect. Prepare for transition to Year 1 as active members of the school community.
Understanding the World (The Natural World – **Science, Geography**)	Exploring our school and its grounds and making a map. Exploring our local area, streets, roads, landmarks. Explore the human body and the five senses. Observe seasonal changes in autumn. Talk about weather and changes in the environment. Use observations to describe what they can see, hear, touch, smell and taste.	Explore seasonal changes from autumn to winter. Observe weather patterns and changes in the natural environment. Discuss how people and animals respond to seasonal changes. Use simple vocabulary to describe natural features and materials.	Winter: What happens to the weather? Explore dinosaurs and prehistoric animals. Investigate fossils and learn how they help us understand the past. Compare dinosaur habitats with environments today. Ask questions and make observations about the natural world.	Mapping Little Red Riding Hood's journey to Grandma's. British Science Week Explore natural settings found in stories, such as forests, rivers and gardens. Compare real environments with those found in books. Investigate materials and their properties through practical activities. Use observations to describe and compare features of the natural world.	Observe and describe the life cycles of plants, animals and humans. Plant a bean and monitor growth over time. Explore how living things grow and survive. Understand the basic needs of living things. Record observations through discussion, drawings and simple diagrams. Spring: What happens to the weather?	Explore different environments and habitats around the world. Observe seasonal changes from spring to summer. Investigate how environments differ and support different living things. Develop understanding of caring for the natural world and living things. Investigate water. Where is water found and changing states.

					Maps and journeys – (google maps and digimaps – how did we get to our trip?) SMSC –By offering pupils the chance to explore the wonder of the natural world	Making boats and investigating floating and sinking. Create a treasure map using positional language and follow the directions to find the treasure.
Expressive Arts and Design (Creating with Materials, Being Imaginative and Expressive – **Art, DT, Music**)	Explore a range of art materials and creative techniques. Create self-portraits using different media. Sing familiar songs and rhymes with increasing confidence. Engage in imaginative play based on personal experiences. Experiment with colour, texture and mark making.	Create artwork linked to festivals and celebrations. Explore colour, pattern and design through crafts. Learn and perform seasonal songs and rhymes. Use role play to recreate celebrations and family traditions. Express ideas and feelings through music, movement and art. Art Week: Andy Goldsworthy – Natural materials SMSC – considering pattern, order and scale both manmade and in the natural world SMSC – making links between their learning and music	Use a variety of materials to create dinosaur models and artwork. Experiment with joining, shaping and constructing. Explore rhythm and movement through dinosaur-themed music and dance. Develop imaginative play linked to prehistoric worlds. Share ideas and explain creative choices.	Retell and act out familiar stories through role play and small-world play. Create story-based artwork using a range of materials and techniques. Explore character, setting and narrative through drama. Sing songs and perform actions linked to stories. Develop imagination by adapting and creating their own story ideas. Art Week: Henri Matisse – Using shapes SMSC – considering pattern, order and scale Constructs with purpose Assembles and joins materials Create props to support role play SMSC – exploring dilemmas that individuals may face and developing practical solutions, celebrating personal creativity	Observe and represent plants, animals and life cycles through art. Use drawing, painting, collage and modelling to express ideas. Explore music, movement and dance inspired by nature. Create imaginative representations of growth and change. Select resources independently to achieve a planned outcome.	Create artwork inspired by different places and modes of transport. Design and construct models using a variety of materials. Use music, movement and role play to explore journeys and adventures. Combine materials and techniques to create purposeful outcomes. Share creations, explain processes and celebrate their achievements. Art Week: Pablo Picasso

Music (Charanga)	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay