

Reception curriculum map 2026-27

Including progression tracking checkpoints

Autumn 2026

Topic: Heroes and Villains (see also Class 1 termly topic web)

<u>Experiences, events & festivals:</u> Forest school in the woods; seasonal walks; going to church; Bonfire Night; Remembrance Day; Multi-faith Week Diwali; Christmas; Nativity performances; pantomime trip.	<u>PSED</u> Activities and games to promote understanding and engagement with class routines, expectations and rules. Support and activities to enable the children to build friendships with peers and good relationships with adults, respecting others and turn taking. Activities to promote resilience and confidence. Support and activities to promote taking care of our environment and tidying up; developing independence in self-care – getting changed, personal hygiene, healthy lifestyles. Helping to identify, understand and manage emotions through Zones of Regulation. Behaviour curriculum: managing me, managing my mind, understanding why we do things, tips for problem solving and controlling emotions.	<u>Communication & Language</u> Activities to spark interest & engagement and to promote listening, questions and conversation. Support to take turns and develop relationships with peers and staff. Engagement in storytimes, story-telling activities, songs and rhymes, including Drawing Club. Continuous provision opportunities to promote peer play, discussions, questions, imaginary play... Explore and learn new vocabulary and use through the day. Develop confidence to take pride in achievements through 'show and tell'.	<u>Physical Development</u> <u>Gross Motor Skills</u> Daily 'Funky Fingers' gross motor activities. Continuous provision to include outdoor physical opportunities. PE fundamental movement skills: running, jumping, hopping, catching, skipping, throwing under and overarm, rolling bouncing and kicking a ball. Weekly dance sessions. <u>Fine Motor Skills</u> Daily 'Funky Fingers' sessions; Continuous provision to include: junk modelling; 'Doing table' area (cutting/sticking/stamping/colouring/drawing...), construction & smallworld resources...
<u>Mathematics</u> See Whole School Maths Overview. Additionally, Maths activities and opportunities are interwoven across continuous provision areas.	<u>Literacy</u> Daily phonics using the Read Write Inc programme. Story adventures via Drawing Club. Reading and enjoying a range of fiction, non-fiction books, poetry and rhymes. Responding to texts in a range of ways through talk (predicting, retelling, questioning) and activities – drama & roleplay, sequencing, labelling, small world, drawing & craft. Daily handwriting activities. See below for some of the texts used in Class 1 to support the various curriculum focuses in the term's Heroes and Villains topic and to link with themes including starting school, autumn, phonics and language development and the children's interests.	<u>Understanding the World</u> How animals, including humans, grow and stay healthy. Identifying and comparing everyday materials and their uses. Exploring the natural world in our environment with all our senses – plants, wildlife, seasonal change, the weather. Exploring the past and present: Compare and contrast characters from stories including figures from the past, such as Florence Nightingale. Compare the seaside with our local area and consider why people visit the seaside. Learn simple ways to care for its environment and wildlife.	<u>Expressive Art and Design</u> Practise skills using tools – scissors, pencils, paint brushes, pincers, stampers, knives and forks etc. Junk modelling, malleable table and 'doing table', construction, dress up, small world in continuous provision. Share our creations. Create self portraits, leaf creatures. Design, draw, sculpt and paint our own superheroes. Create a moving/pop-up Christmas card. Learn and enjoy nursery rhymes, counting songs, Nativity songs, traditional stories to re-tell. Role play and puppets. Charanga music unit: Me – learning nursery and action songs. Rehearse and perform our Nativity.
<u>Religious Education</u> Daily collective worship, including a weekly key stage worship with Class 2 and weekly Class 1 worship when parents and carers are invited to 'Stay & Pray' and the children take turns as prayer leaders. RE scheme Source to Summit: Lighting the Path units: Creation and Covenant: Exploring the Creation story and the Christian belief that everything that is, comes from a loving God. Learning about prayer (which brings us closer to God) and how we can care for our world (a gift from God). Learning how we enter God's family, the Church, through baptism. Prophecy and Promise: Learning about the Nativity story and Advent. Multi-faith week: Hinduism;			



Progression: Prime Areas

Checkpoint	Communication and Language	Physical Development	Personal, Social and Emotional Development
Reception Baseline	Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?” Can the child use sentences have joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”. Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions? Sing a large repertoire of songs. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Develop their sense of responsibility and membership of a community. Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’)? Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

Progression: Specific Areas

Checkpoint	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Reception baseline	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and identify the patterns around them	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Show interest in different occupations Explore how things work.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour-mixing Listen with increased attention to sounds.

Progression: Prime Areas

Checkpoint	Communication and Language	Physical Development	Personal, Social and Emotional Development
Autumn 2 Checkpoint	Understand how to listen carefully and why listening is important. Describe events in some detail. Develop social phrases. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Further develop the skills they need to manage the school day successfully: - lining up, queuing & mealtimes.	Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs. - Personal hygiene. Know and talk about the different factors that support their overall health and wellbeing: - healthy eating - toothbrushing - having a good sleep routine.

Progression: Specific Areas

Checkpoint	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Autumn 2 Checkpoint	Hear general sound discrimination and be able to orally blend and segment. Read individual letters by saying the sounds for them. Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some common exception words matched to the school's phonic programme. RWI: Read all Set 1 single-letter sounds. Blend sounds into words orally. Write letters for sounds they know with the correct formation.	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Compare length, weight and capacity	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups Watch and talk about dance and performance art, expressing their feelings and responses

Spring 2027

Topic: God's Wonderful World (see also Class 1 termly topic web)

<u>Experiences, events & festivals:</u> Water confidence and swimming skills in our ‘visiting’ swimming pool; Forest school in the woods; local area & seasonal walks; going to church; Children’s Mental Health Awareness Week activities; Safer Internet Day; World Book Day; Enrichment Week; Shrove Tuesday; Lent; Lenten playtime sales; Easter traditional activities; Mother’s Day – Class1 leads Parent’s Assembly.		<u>PSED</u> Activities and assemblies through our Responsible Behaviour Curriculum. RHE: Life to the Full: Religious Understanding: Handmade with love.Me, My body, My health: I am Me; Head, shoulders, knees and toes, Ready Teddy. Emotional Well-being: I like, you like, we all like; All the feelings; Let’s get real. Life-cycles: Growing up. Helping to identify, understand and manage emotions through Zones of Regulation. Behaviour curriculum.	<u>Communication & Language</u> Activities to spark interest & engagement and to promote listening, questions and conversation. Support to take turns and develop relationships with peers and staff. Engagement in storytimes, story-telling activities, songs and rhymes, including Drawing Club. Continuous provision opportunities to promote peer play, discussions, questions, imaginary play... Explore and learn new vocabulary and use through the day. Develop confidence to take pride in achievements through ‘show and tell’.	<u>Physical Development</u> <u>Gross Motor Skills</u> ‘Funky Fingers’ gross motor activities. Continuous provision to include outdoor physical opportunities and adult-led physical activities promoting fundamental movement skills. Weekly dance sessions <u>Fine Motor Skills</u> ‘Funky Fingers’ sessions; Continuous provision to include: junk modelling; ‘Doing table’ area (cutting/sticking/stamping/ colouring/drawing...), construction & smallworld resources...
<u>Mathematics</u> See Whole School Maths Overview Additionally, Maths activities and opportunities are interwoven across continuous provision areas.	<u>Literacy</u> Daily phonics using the Read Write Inc programme. Rreading and enjoying a range of fiction, non-fiction books, poetry and rhymes. Responding to texts in a range of ways through talk (predicitng, retelling, questioning) and activities – drama & roleplay, sequencing, labelling, small world, drawing & craft. Daily handwriting activities. See below for a selection of texts used in Class 1 to support the various curriculum focuses in term’s God’s Wonderful World topic and to link with themes including winter, spring & seasonal change, moving vehicles, maps and atlases, Victorian life, phonics and language development and the children’s interests.	<u>Understanding the World</u> Observing and exploring seasonal change, plants and animals in our environment and the weather. Finding out about the human body and comparing humans with other animals. Exploring all our senses. Finding where we live in the world – continents & countries. Looking at our locality with maps, using Google Earth and local maps. Do we know our addresses? Can we use a map to find treasure? Planning and making maps of our school. Exploring past and present in children’s lives – schooling, children at work and life at the time of the Industrial Revolution.		<u>Expressive Art and Design</u> Continue to develop skills using tools – scissors, pencils, paint brushes, pincers, stampers, garden tools, saws etc. Junk modelling, malleable table and ‘doing table’, construction, dress up, small world in continuous provision. Share our creations. Art focus: isomg different media to create prints and patterns. Artist focus: Orla Kiely. Design & make moving vehicles, with wheels and axels. Learn and enjoy nursery rhymes, counting songs, traditional stories to re-tell. Role play and puppets Charanga music unit: Your Imagination.
<u>Religious Education</u> Daily collective worship, including a weekly key stage worship with Class 2 and weekly Class 1 worship when parents and carers are invited to ‘Stay & Pray’ and when the children take turns as prayer leaders. RE scheme Source to Summit: Lighting the Path units: Knowing the story of the Magi; Finding out about Jesus and his love, the stories of his life and work and his message of love and kindness; Finding out about Lent from Ash Wednesday until Easter; knowing the Easter story and taking part in traditional Easter activities during Holy Week.				



Progression: Prime Areas

Checkpoint	Communication and Language	Physical Development	Personal, Social and Emotional Development
Spring 2 Checkpoint	Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.	See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of 'screen time' - being a safe pedestrian.

Progression: Specific Areas

Checkpoint	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Spring 2 Checkpoint	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. RWI: Blend sounds to read words Read short Ditty stories & Red Storybooks. Read Set 1 Special Friends digraphs. Read double consonant words.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Subitise. Count beyond ten. Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills.	Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways	Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

Summer 2027

Topic: People Past and Present (see also Class 1 termly topic web)

<u>Experiences, events & festivals:</u> Forest school in the woods; local area & seasonal walks; going to church; incubating chicks; school summer day trip; sports day; Teddy bears' picnic.	<u>PSED</u> Life to the Full: When I grow up. Money doesn't grow on trees. Behaviour Curriculum	<u>Communication & Language</u> Activities to spark interest & engagement and to promote listening, questions and conversation. Support to take turns and develop relationships with peers and staff. Engagement in storytimes, story-telling activities, songs and rhymes, including Drawing Club. Continuous provision opportunities to promote peer play, discussions, questions, imaginary play... Explore and learn new vocabulary and use through the day. Develop confidence to take pride in achievements through 'show and tell'.	<u>Physical Development</u> <u>Gross Motor Skills</u> 'Funky Fingers' gross motor activities. Continuous provision to include outdoor physical opportunities. PE - fundamental movement skills; athletics, yoga and dance. <u>Fine Motor Skills</u> 'Funky Fingers' sessions; Continuous provision to include: junk modelling; 'Doing table' area (cutting/sticking/stamping/ colouring /drawing...), construction & smallworld resources...
<u>Mathematics</u> See Whole School Maths Overview Additionally, Maths activities and opportunities are interwoven across continuous provision areas.	<u>Literacy</u> Daily phonics using the Read Write Inc programme. Reading and enjoying a range of fiction, non-fiction books, poetry and rhymes. Responding to texts in a range of ways through talk (predicting, retelling, questioning) and activities – drama & roleplay, sequencing, labelling, small world, drawing & craft. Daily handwriting activities. See below for a selection of texts used in Class 1 to support the various curriculum focuses in our term's People Past & Present topic and to link with possible themes including summer, pirates, maps and atlases and London...	<u>Understanding the World</u> Growing a variety of plants and finding out about parts of plants. Discovering lifecycles: observing incubation of chicks; frogspawn-frogs in our pond. Observing and exploring seasonal change and the weather Past and present: Exploring the lives of significant individuals from the past – Queen Victoria Finding out about the UK and London.	<u>Expressive Art and Design</u> Continue to develop skills using tools – scissors, pencils, paint brushes, pincers, stampers, garden tools etc. Junk modelling, malleable table and 'doing table', construction, dress up, small world in continuous provision. Sharing and taking pride in our creations. Art focus on observational drawing skills in pencil & charcoal – flowers, fruit, plants and self portraits. Artist focus: Picasso and Warhol. Design & make healthy food & snacks, fruit salad, kebabs. Learn and enjoy nursery rhymes, counting songs, traditional stories to re-tell. Role play and puppets Charanga music unit: Big Bear Funk.

Religious Education

Daily collective worship, including a weekly key stage worship with Class 2 and weekly Class 1 worship when parents and carers are invited to 'Stay & Pray' and the children take turns as prayer leaders.

The RE scheme RE scheme Source to Summit: Lighting the Path units: Exploring the Ascension and Pentecost; the creation of the Christian community; exploring and visiting our local church St Peter's and Fr Stamp; understanding our part in the parish community; the story of the Presentation at the Temple. Finding out the role of adults in our church; finding out about St Peter and St Paul.



Progression: Prime Areas

Checkpoint	Communication and Language	Physical Development	Personal, Social and Emotional Development
ELG – End of Reception	<u>Listening and Attention</u> - 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. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking</u> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and	<u>Gross Motor Skills</u> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Fine Motor Skills</u> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint brushes and cutlery. - Begin to show accuracy and care when drawing.	<u>Self-Regulation</u> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - 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. <u>Managing Self</u> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave; accordingly, - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships</u> - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.

future tenses and making use of conjunctions, with modelling and support from their teacher.

Progression: Specific Areas

Checkpoint	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
ELG – End of Reception	<u>Comprehension</u> - 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, non-fiction, rhymes and poems and during role-play. <u>Word Reading</u> - 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. <u>Writing</u> - 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. RWI: Read Green or Purple storybooks and instantly know the first six Set 2 sounds	<u>Number</u> - 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. <u>Numerical Patterns</u> - 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.	<u>Past and Present</u> - 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. - Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities</u> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - 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. <u>The Natural World</u> - 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.	<u>Creating with Materials</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.