



# Reception Curriculum Map 2025/26

## Blossoming Together through Nurture and Challenge

This curriculum outlines the experiences planned for children in each area of learning. It is rooted in the Statutory Framework for EYFS and draws on the non-statutory guidance in Development Matters. The curriculum is delivered through a mixture of adult led and child initiated learning through focussed task and play in continuous provision. Where appropriate, children’s own interests and questions will lead to changes.

Skills progressions are outlined in whole school documents for National Curriculum Subjects. These provide links to EYFS areas of learning.

	Induction 3 week RBA and our own baseline activities	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Shall we share a shell?	What’s going on around here?		Who are the famous characters in my stories?	Who were the Victorians?	How does your garden grow?	Where shall we fly on our Magic Carpet?
<b>Communication and Language</b>	<p>Chat about me boxes</p> <p>Stories in large and small groups.</p> <p>Circle time – taking turns to speak and listen.</p> <p>Talk about our seaside experiences</p>	<p>Hunting for signs of Autumn and talking about what we see.</p> <p>Sharing NF books and talking about new information.</p> <p>Read and recite Autumn poetry. (<i>Misty</i> by Shirley Hughes)</p> <p>Where do you live? What is it like in your street?</p> <p>Talking about our town and important buildings we have visited.</p>		<p>Role play of traditional tales – props, costumes and books to stimulate play.</p> <p>Character hot seating.</p> <p>Describing characters.</p> <p>World Book Day links</p>	<p>Set up a class museum with old artefacts – role play, visitors and guides.</p> <p>Talk about our past, ask grandparents about their childhood.</p> <p>Discussing/ researching what life was like for children in the past. What were schools like? Did children have toys to play with? How did people get around?</p>	<p>Learning and reciting themed poetry.</p> <p>Talk about our own gardens or parks nearby. Ask each other questions.</p> <p>Writing our own story about a mini-beast.</p> <p>Presenting our work to our families at our coffee morning.</p>	<p>Talking about transition to Y1 – sharing our excitement and our worries.</p> <p>Talking about other places in the UK and countries we have visited – recounting our experiences.</p> <p>Talk about places we have visited. How did you get there?</p>

		<p>Team talk to create a model town</p> <p>Role play based around the home eg. parties, looking after babies</p>			<p>Garden centre/ mini beast laboratory role play.</p> <p>How will we take care of minibeasts?</p>	Safari role play
<b>Physical</b>	<p>Personal hygiene – talk about handwashing, using toilet properly and keeping the bathrooms tidy.</p> <p>Play dough</p> <p>Cut and stick activities</p> <p>Tracing/colouring</p> <p>Tweezers and coloured beads</p> <p>Peg board patterns</p> <p>Sand and water play</p>	<p>Play dough</p> <p>Kicking, jumping and scrunching in Autumn Leaves</p> <p>Sun catchers collecting leaves and sticking to see through plastic bottles and sheets</p> <p>Using construction toys to contribute to a model of our town.</p> <p>Pencil grip</p> <p>Trikes and scooters</p> <p>Dentist – oral health</p> <p>Using clay to make a thumb and coil pot – twisting, rolling, squeezing etc.</p>	<p>Making and tasting porridge. Which is our favourite flavour?</p> <p>Planning a healthy breakfast.</p> <p>Manipulating tools and materials for small and large scale building.</p> <p>Balance bike workshops</p> <p>Forest School weekly sessions</p>	<p>Make an obstacle course with the big equipment.</p> <p>Using a range of pens, pencils and brushes for writing and drawing.</p> <p>Balance bikes available in outdoor area.</p>	<p>Digging and planting in the vegetable garden.</p> <p>Sweeping, weeding, planting and watering.</p> <p>Why do we need to exercise? How does our body feel when we have exercised?</p> <p>Preparing and tasting a variety of vegetables.</p>	<p>Sports day practice</p> <p>Making obstacle courses. Designing courses to make us travel in different ways.</p>
<b>PE Focus</b>		<p>Real PE Unit 1 Unit 2</p>	<p>Real PE Unit 3</p>	<p>Real PE Unit 4</p>	<p>Real PE Unit 5</p>	<p>Real PE Unit 6</p>

						Sports Day
<b>PHSE</b>	<p>Saying hello, getting to know each other and our new surroundings</p> <p>Talk about what to do if we have a worry or a problem in school.</p> <p>Discussion of class rules and routines to keep us safe and happy.</p> <p>Co-operating in a group to decorate a shared sea themed picture.</p>	<p>What do we do if someone has a toy we would like to play with? Working and playing cooperatively</p> <p>Extending emotional vocabulary through discussions about our feelings – what does it feel like to be out in the dark, to watch fireworks, to anticipate Christmas etc.</p> <p>Making class Advent ring and talking about patience and waiting for our turn.</p> <p>Oral health</p>	<p>Discussing feelings and actions of characters in stories.</p> <p>Discussing behaviour of characters and consequences</p> <p>What could characters have done differently?</p> <p>Perseverance – what has been tricky for me? When did I have to persevere?</p> <p>Which of the characters we have met would you like to be friends with and why?</p>	<p>Set ourselves a simple goal e.g. to write a short story, to produce a detailed illustration which we can work towards/adapt</p>	<p>Do we all like the same things?</p> <p>Why do we have rules?</p> <p>Caring for mini beasts – looking after our environment, respecting living things.</p>	<p>How will we make sure we are safe and happy on our school trip? How will we behave?</p> <p>Getting ready for Year 1. What will be the same? What will be a little bit different?</p>
<b>PHSE - Jigsaw</b>		<p>Being me in my world</p> <p>Celebrating difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>
<b>PHSE – e-safety Project Evolve</b>		<p>Privacy and Security</p> <p>Online relationships</p> <p>Online reputation</p>	<p>Online Bullying</p> <p>Self image and identity</p>	<p>Health, well being and lifestyle</p>	<p>Managing online information</p>	<p>Copyright and ownership</p>
<b>Literacy</b>	<p>Baseline assessment</p>	<p>Writing our names</p>	<p>Mary Anning facts.</p> <p>Dinosaur poems</p>	<p>Fact finding about life in the past.</p>	<p>Writing our own story about a mini-beast.</p>	<p>Where would you travel on Aladdin's magic carpet?</p>

		<p>Writing labels for the buildings in our model time</p> <p>Who lives in our home with us? Label the people.</p> <p>Rehearsing for Harvest festival - how did the scarecrow feel at different points in the story</p> <p>What happens when you eat your imaginary soup? (Based on Pumpkin Soup)</p>	<p>Blending to make firework poem</p> <p>What blew into the park on the windy day? (Based on Shark in the Park)</p> <p>Using NF books to discover facts about Divali</p> <p>What got stuck in the snowball? (Based on The Snowball)</p> <p>Who did Robin give his vest to? (Based on Little Robin Red Vest)</p> <p>Performing our Christmas play</p> <p>Designing party hats and annotating design sheet</p>	<p>Goldilocks has bought a present for the bears to say "sorry" – what could it be?</p> <p>Writing speech bubbles for the Three Billy Goats Gruff</p> <p>The old woman baked a new character; who could it be?</p> <p>Write a description of the Big Bad Wolf.</p>	<p>What was life like for children? What was school life like? What sort of toys did children play with?</p> <p>Signs of Spring – write a list of changes around us</p> <p>Why do we celebrate Easter? What are the symbols of Easter?</p>	<p>Descriptions of our magical gardens</p> <p>Instruction writing for seed packets</p> <p>Non-fiction research and fact file about insects</p> <p>Making a poster about caring for minibeasts in our garden.</p>	<p>Writing the most exciting part of the story.</p> <p>Writing a postcard from Chesterfield Inlet</p> <p>Writing a message in a bottle to send from Derby, Australia - a coastal town</p> <p>Writing a riddle about an animal we might see in Kruger National Park</p> <p>What are we most proud of this year?</p>
Key Texts				Mary Anning fiction			Aladdin (multi-cultural traditional tale)

	<p>Sharing a Shell – Julia Donaldson (narrative)</p> <p>Under the Sea – Usbourne (non-fiction)</p> <p>Poems out loud – pirates poem</p>	<p>Shirley Hughes – out and about through out the year (poetry)</p> <p>The Lonely Scarecrow (narrative)</p>	<p>Shark in the Park</p> <p>The Snowball</p> <p>Little Robin Red Vest</p> <p>Christmas Stories (narrative)</p> <p>The Nativity (bible story)</p>	<p>Dinosaur Poems</p> <p>Three Bears (traditional tale)</p> <p>Three Pigs (traditional tale)</p> <p>Gingerbread man (traditional tale)</p> <p>The Three Billy Goats Gruff (Traditional tale)</p>	<p>Victorian life for children (non fiction)</p> <p>Peter Rabbit – Beatrix Potter</p> <p>Shirley Hughes – out and about through out the year (poetry)</p> <p>The Easter story (bible story)</p>	<p>Non-fiction about plants and mini-beasts</p> <p>The Very hungry caterpillar – Eric Carl (narrative)</p> <p>The bad tempered ladybird – Eric Carl (narrative)</p>	<p>Non-fiction books about the different places we visit on our magic carpet</p> <p>The Rainbow bird – an Aboriginal folk tale – Eric Maddern (multi-cultural folk tale)</p>
<b>Phonics/Spelling</b>	<p><b>Phase 1</b></p> <p>Baseline assessment</p>	<p><b>Phase 2</b></p> <p>Begin to send tricky words sent home for sight recognition.</p> <p>Send home phonemes as they are taught to practice cvc blending.</p>	<p><b>Phase 2</b></p> <p>Tricky words sent home for sight recognition</p> <p>Phonemes sent home for blending practise</p> <p>Focus on CVC reading and writing</p>	<p><b>Phase 3</b></p> <p>Tricky words sent home for sight recognition</p> <p>Phonemes sent home for blending practise</p> <p>Teaching spelling of phase 2 tricky words</p>	<p><b>Phase 3</b></p> <p>Tricky words sent home for sight recognition</p> <p>Phonemes sent home for blending practise</p> <p>Teaching spelling of phase 2/3 tricky words</p>	<p><b>Phase ¾</b></p> <p>Tricky words sent home for sight recognition</p> <p>Phonemes sent home for blending practise</p> <p>Teaching spelling of phase 3/4 tricky words</p>	<p><b>Phase ¾</b></p> <p>Tricky words sent home for sight recognition</p> <p>Phonemes sent home for blending practise</p> <p>Teaching spelling of phase 4 tricky words</p>
<b>Maths (White Rose Reception Scheme of Work)</b>	<p>Baseline Assessment</p>	<p>Place Value - numbers to 5</p> <p>Addition and Subtraction - sorting into groups</p> <p>Place Value - Sorting into groups</p> <p>Addition and Subtraction - Change within 5</p> <p>Measurement - Time</p>	<p>Addition and Subtraction - numbers to 5</p> <p>Place Value - Numbers to 10</p> <p>Addition and Subtraction - Addition to 10</p> <p>Geometry - Spatial Awareness</p> <p>3D shapes</p> <p>2D shapes</p>	<p>Geometry - exploring patterns</p> <p>Addition and Subtraction - Count on and back</p> <p>Place Value - numbers to 20</p> <p>Multiplication and Division - Number patterns</p> <p>Measurements - length, weight, capacity</p>			

<b>Understanding the World</b>	<b>Natural World</b>	<b>Natural world/Culture and Communities</b>	<b>Natural World/Past and Present</b>	<b>Past and Present</b>	<b>Natural World</b>	<b>Natural World/Culture and Communities</b>
	<p>Who lives in the ocean?</p> <p>Nonfiction books about ocean habitats.</p>	<p>Observing environmental changes as Autumn begins.</p> <p>Photographing signs of Autumn.</p> <p>Watching our pumpkins decay over time.</p> <p>Where do I live?</p> <p>Which buildings are in our town?</p> <p>Contributing to the St Thomas's Christmas Tree/ Nativity festival</p> <p>Who celebrates Christmas as a religious festival? Does everyone celebrate in the same way?</p> <p>Leaf printing</p> <p>Firework art</p> <p>Snowman pictures</p> <p>Christmas cards and decorations</p> <p>Observational drawings and paintings of local buildings</p>	<p><b>Science Week (Mary Anning and dinosaurs)</b></p> <p>Materials – what are our houses made from?</p> <p>Exploring properties of fabrics and developing vocabulary to describe them. Which is best for a cosy quilt? Which is best for a raincoat?</p> <p>Does everyone live in a house like ours? Comparing homes from different parts of the world.</p> <p>What stories did your parents and grandparents enjoy when they were small?</p>	<p>Why do Christians celebrate Easter?</p> <p>Finding out about Seasonal change – which season comes next?</p> <p>What was the world like for a Victorian child? What sort of toys would they have had? What would have school been like then? How did people get about?</p>	<p>Exploring the things growing in our outdoor area and school grounds.</p> <p>Planting beans in see through pots and observing growth.</p> <p>Which parts of a plant are these vegetables?</p> <p>Talking about the parts of a plant. What are the parts for?</p> <p>Photographing the plants in our environment.</p> <p>Searching for mini beasts in local environment.</p> <p>Which mini beasts did we find where? How should we take care of the mini-beasts?</p> <p>Why are some mini beasts colourful?</p> <p>Naming parts of mini beasts.</p> <p>Mini beast life cycles.</p> <p>Watching our caterpillars develop into butterflies.</p>	<p>Research/read about similarities and difference between life Chesterfield and contemporary life in other countries. Talk about weather, wildlife, homes and schools.</p> <p>Look at globes and maps to find the places we visit on our magic carpet.</p> <p>Chesterfield Inlet in Canada (Inuit community)</p> <p>Derby in Australia (Coastal town and base of the flying doctor service, Aboriginal population)</p> <p>Kruger National Park in South Africa - compare to the Peak District National Park</p> <p>End the year with a 'trip' to Chesterfield, Jamaica for a Caribbean beach party.</p> <p>Where will ice cubes last the longest?</p>

		<p>Working as a class to make a model of Chesterfield from construction toys and junk materials.</p> <p>Designing, making and reviewing a party hat.</p> <p>Black History Month; Martin Luther King</p>			<p>Emily Williamson and Eliza Phillips – founders of RSPB, campaigners against the feather trade.</p>	
<p><b>Expressive Arts and Design</b></p>	<p>Exploring a range of art materials (paint, pastels, pencils, pens etc)</p> <p>Draw and paint a sparkly spiral shell.</p> <p>Learning songs for Harvest Festival.</p>	<p>Leaf printing</p> <p>Construction toy models of local buildings</p> <p>Splatter firework paintings</p> <p>Snowman pictures (For PFA Xmas card)</p> <p>Clay divas</p> <p>Christmas cards and decorations</p> <p>Songs for Nativity play</p> <p>Christmas play dances</p> <p>Observational drawings and paintings of local buildings</p> <p>Designing, making and reviewing a party hat.</p> <p>Poppy wreath</p>	<p>Exploring ways to join paper – staple, sellotape, glue etc.</p> <p>Junk modelling skills – flaps, making a hole, joining a cylinder to a flat surface etc.</p> <p>Group art – making a patch for a cosy quilt</p> <p>Using musical instruments to make sounds effects to accompany a story.</p> <p>Enjoying cbeebies ballet performances of traditional tales.</p> <p>Mixing shades of green to paint a troll.</p>	<p>Watercolour painting inspired by Beatrix Potter’s illustrations.</p> <p>Observational drawings of old toys</p> <p>Mark making to music. Elgar Enigma variations. (Elgar had a pet rabbit called Peter after the rabbit in Beatrix Potter’s stories He dedicated some of his music to Peter.)</p> <p>Symmetrical art using online painting tools. Linked to World Maths Day.</p>	<p>Designing and making Mother’s Day or Family Festival cards.</p> <p>Observational paintings of spring flowers.</p> <p>Bark rubbings</p> <p>Seed and grain collages.</p> <p>Layering tissue on plastic with PVA glue to make suncatchers.</p> <p>Printing with fruit and vegetables.</p> <p>Observational pastel drawings of fruit and veg.</p>	<p>Moving to music from different parts of the world</p> <p>Art from other cultures – exploring, appreciating and creating our own.</p> <p>Transient art using natural materials</p> <p>Clay tiles inspired by patterns in African traditional block prints.</p>

		Angel Art inspired by Brian Wildsmith illustrations.		revisiting with felt tips to add detail.		Fruit and veg sculptures.  Henri Matisse collage	
<b>Sing Up Music</b>		I've Got a Grumpy Face Christmas Performance		Row, Row, Row Your Boat Bird Spotting	Shake My Sillies Out  Up and Down	Down There Under the Sea It's Oh So Quiet	Slap, Clap, Clap  Bow, Bow, Bow Belinda
<b>RE Derbyshire Agreed Syllabus</b>	What makes people special?	What is Christmas?		How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
<b>Special Days</b>		Harvest Festival Bonfire Night Diwali  Advent Christmas		Chinese New Year	Mothering Sunday/Family Festival  Ramadan starts  Pancake Day Easter	St George's Day Eid ul Fitr	
<b>Wow opening activities, enrichment/trips</b>	Chat about Me boxes	Harvest Festival  Build a model town and invite parents to come and see it.	Advent Christmas Party Christmas Play	Science week (dress up as a scientist, science workshop)	Egg rolling Easter bonnet parade World Book Day World Maths Day  Set up a class museum	Caterpillar hatching kit	Trip to White Post Farm  Sports Day  Transition