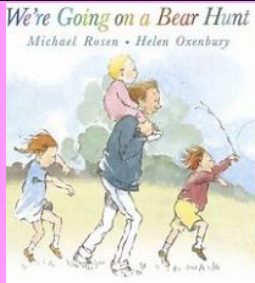
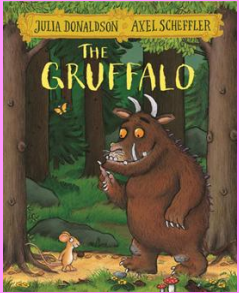
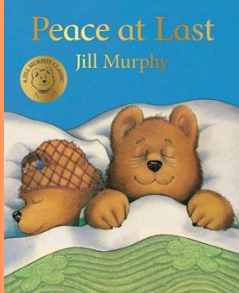
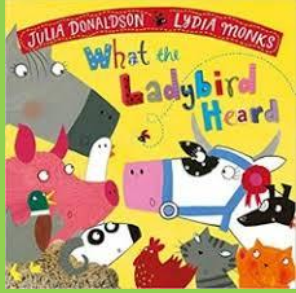


RECEPTION CURRICULUM MAP 2026-2027

	Week 1 Wednesda y 02.09.26	Week 2 07.09.26	Week 3 14.09.26	Week 4 21.09.26	Week 5 28.09.26	Week 6 05.10.26	Week 7 12.10.26	Week 8 19. 10.26		Week 1 02.11.2 6	Week 2 09.11.26 Start 1:1s for assessment week	Week 3 16.11.26 Assessment week	Week 4 23.11.26 Progress week	Week 5 30.11.26 Progress week	Week 6 07.12.2 6 Provision	Week 7 14.12.26	Xm as
AUTUMN TERM	Baseline + ECS			Poetry with an art focus Drawing	Geography I wonder where we call home?				Half term (26.10.26-30.10. 26)	Narrative I wonder what happens in Winter?			Science I wonder what solid, liquids and gases are?			Christmas (21.12.26-01.01.27)	
Phonics					Sounds: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u Read tricky words I/ no Write I/ no					Sounds: r, h, b, f, ff, l, ll, ss Read tricky words to/go/the Write to/go/the			Sound consolidation Read tricky words I/no/to/go/the/into Write I/no/to/go/the/into				
Topic words					community local map home town jobs emergency services - police, fire, ambulance supermarket worker doctor / nurse teacher					Focus on seasons: winter icy snow melt frozen Autumn Spring Summer sun rain			States of matter solid liquid gas freeze melt boil cooling temperature evaporate condense				
Trips					Walk around Tunstall					Tubing			Christmas trip				
Voting													W/C 15.12 What is melted chocolate?				
Computational thinking					Awesome Autumn - Garlands Galore					Winter Warmers - Let's make an igloo Winter Warmers - Feed the birds							
Key text	Superhero reading event - Bring your superhero to the reading event 																

RECEPTION CURRICULUM MAP 2026-2027

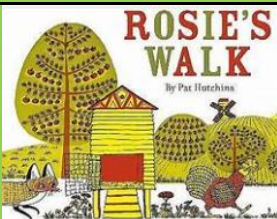
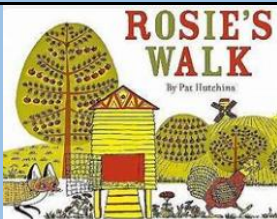
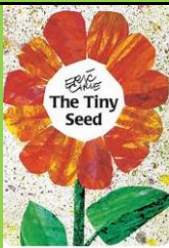
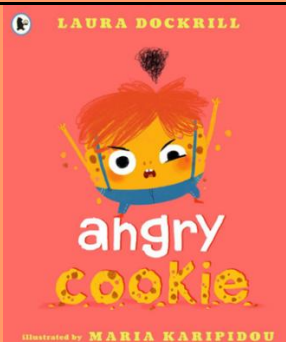
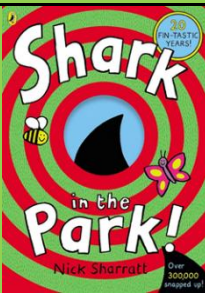
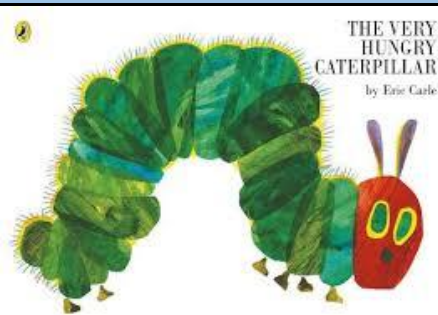
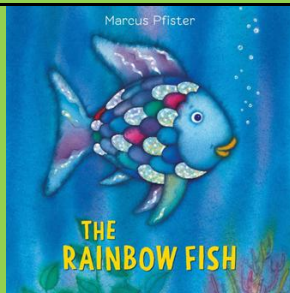
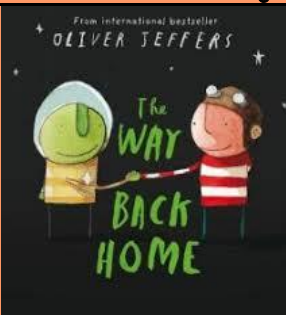
Reading for pleasure texts															
Outdoors			Nature walk - have a go at making your own footprints as you squelch and squerch. You could use a stick to make your own marks in the mud. Or use some paint at home to create your own footprints and animal prints.	Pretend to be a bear whilst playing hide and seek	Act out the story using the school grounds, using key vocab from the story	Go on bear hunt around school grounds looking for bears, using a map of the school grounds and marking off where you find a bear	Walk around Tunstall, using a map		Nature walk s looking for signs of winter	Bird feeders	 Snow painting s food colour + water	Powder paint (colour mixing in the snow)	 Freezi ng plants / flower s	Make magic, aka Ice Melt - melting ice with salt. Fill a bowl with water, and let it freeze overnight. Add a few drops of liquid water colour if you want to colour your ice. Remove the ice from the bowl and place on a tray. Simply shake table salt over the ice and watch the magic happen. Talk about the properties of each item that caused this change of state.	Keeping ice solid experi ment

RECEPTION CURRICULUM MAP 2026-2027

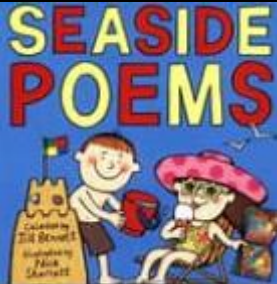
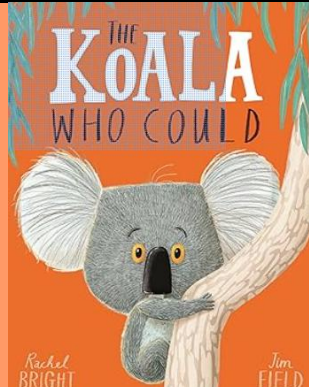
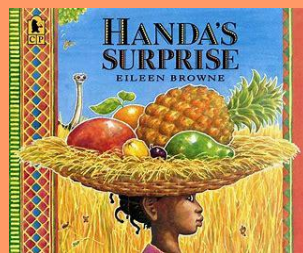
Religious education			Thematic unit Being special, where do we belong? Christianity and Islam		Incarnation (F2) Why do Christians perform nativity plays at Christmas?	
Role Play	Home corner		Home corner		Science laboratory	Science laboratory

	Week 1 04.01.27	Week 2 11.01.27	Week 3 18.01.27	Week 4 25.01.27	Week 5 01.02.27	Week 6 08.02.27	Half term (15.02.27-19.02.27)	Week 1 22.02.27	Week 2 01.03.27 Start 1:1s for assessment week	Week 3 08.03.27 Assessment week	Week 4 15.03.27 Progress week	Week 5 22.03.27 (4 days) Progress week	Easter (26.03.27-09.04.27)
SPRING TERM (ex. Geography sticky starters)	Science - I wonder who lives on a farm			History - I wonder if farms were different in the past?				Art week Painting	Science - I wonder how things grow?		Narrative- I wonder how I am feeling?		
Phonics	Sounds: j, v, w, x, y, z, zz, qu, sh Read he/she Write he/she			Sounds: th, ng, a, ai, ee, igh, oo, oo, ar Read we/me/be Write we/me/be					Sounds: or, ur, ow, oi, ear, air, ure, then consolidation Read: her, was, you, all, are Write: her, was, you, all, are		Sounds: consolidate Basic 3 Read: they Write: they		
Topic words	Farmers Animals - pigs, sheep, cows, horses, sheep dog chickens barn tractor harvest dairy			Focus on transport: Farmer tractor machines by hand harvest dairy similar different new old					Grow Seed Lifecycle Sunlight Water Soil Temperature Seasons Spring Summer Autumn Winter		Feelings Angry Happy Sad Calm Worried Excited Kind Friends Choices		
Trips	Farm visit												
Voting									What is the most fun part of being a farmer?				

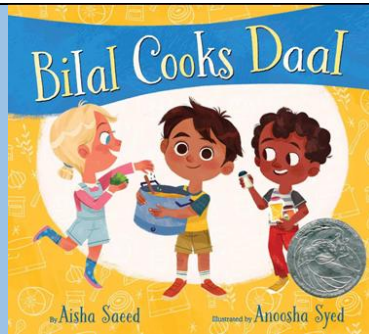
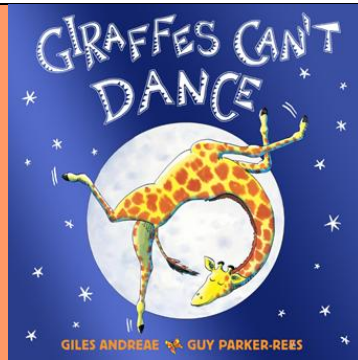
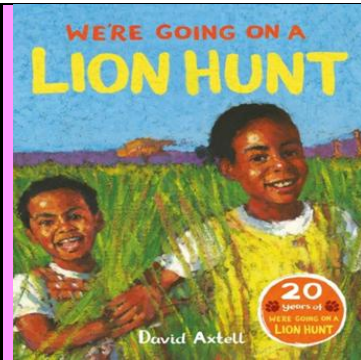
RECEPTION CURRICULUM MAP 2026-2027

Computational thinking	Busy Bodies - Look how we grow									Springtime - Junk Scarecrows					
Key texts													 Reading event - decorate a cookie and read a story		
Reading for pleasure texts															
Outdoors	Farm themed obstacle course - hurdles for jumps	Collect mud and twigs to create muddy puddle pictures	Use loose parts, such as twigs, stones, and leaves, to create farm animal pictures	Making animal food	Making a bed for an animal	Making a tractor using large loose parts				Grass Head	Making a Scarecrow	Nature Faces Using sticks, leaves, stones, and flowers, children create faces showing different emotions.	Angry Cookie Obstacle Course Set up an obstacle course representing Angry Cookie's journey.		
Religious education	Thematic unit Which places are special and why? Christianity and Islam						Salvation (F3) Why do Christians put a cross in the Easter garden?								
Role play	Farm			Farm						Flower shop			Flower shop		

RECEPTION CURRICULUM MAP 2026-2027

	Week 1 12.04.27	Week 2 19.04.27	Week 3 26.04.27 7	Week 4 03.05.27 (Bank holiday Monday)	Week 5 10.05.27 7 (SATS week)	Week 6 17.05.27	Week 7 24.05.27 7 (2 days)	Half term 26.5.27-4.6.27	Week 1 07.06.27	Week 2 14.06.27 Start 1:1s for assessment week	Week 3 21.06.27 Assessment week	Week 4 28.06.27 Prog week	Week 5 05.07.27 Prog week	Week 6 12.07.27 Provision (Friday=INSET)	Week 7 19.07.27 (4 days)
SUMMER TERM	History I wonder what holidays were like in the past				Narrative I wonder how I can be brave when things change?				Narrative I wonder about our amazing world		Art week Focus Sculpture	Geography I wonder about our amazing world		Transition History/Value	
Phonics	Sounds: consolidate Basic 3				Sounds: consolidate Basic 3 Tricky words - consolidate				Sounds: consolidate Basic 3 Tricky words - consolidate			Sounds: consolidate Basic 3 Tricky words - consolidate			
Topic words	beach clothes plane deck chairs swimming clothes bucket and spade tradition beach games				Change Brave Try New Feelings Friends Help Grow Adventure Confidence				Country Continent Same Different Land Sea Plane Travel Celebration Culture			Country Continent Same Different Land Sea Plane Travel Celebration Culture			
Trips	Beach trip														
Voting	WC s. 26.04 s. What is your favourite holiday toy?											W/C 30.06 What are you most looking forward to about the summer holidays?			
Computational thinking	Summer Fun - Colour collections - shells								Busy Bodies - Movement algorithms			Summer Fun - Journeys			
Key texts												 Reading event - teddy bear picnic			

RECEPTION CURRICULUM MAP 2026-2027

Reading for pleasure texts													
Outdoors	Planting	Regrowing vegetables	Beach ball games & throwing, tapping, catching and aiming	Large construction materials to make boats, lighthouse	Teamwork Tree Rescue Build a New Tree for Kevin Feelings Freeze Dance Outdoors		Following instructions - see Computing thinking (busy bodies)	Moving like different animals from the story	Explore balancing on their heads & extend by walking along planks, different surfaces or slopes		Using a map to find the different animals Handa pasted and Akeyo	Map making - see Computing thinking (summer fun)	
Religious education	Creation/GOD (FI) Why is the word God so important to Christians?						Thematic unit Which stories are special and why? Christianity and Islam						
Role Play		Travel agent					Travel agent			Travel agent			

Literacy	Understand how to listen carefully and why listening is important. Learn new vocabulary Use new vocabulary through the day Ask questions to find out more 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. Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases Engage in story times. 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.
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RECEPTION CURRICULUM MAP 2026-2027

	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Physical development	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. 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. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.
Communication and language	Read individual letters by saying the sounds for them 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 a few 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. 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. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.
Personal, social and emotional development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.

RECEPTION CURRICULUM MAP 2026-2027

	Think about the perspectives of others. Manage their own needs.
Understanding of the world	Talk about members of their immediate family Talk about members of their immediate 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. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 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.
Expressive arts and design	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. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.