

# Reception Curriculum Map 2026-2027

EYFS content has been organised under the school's subject headings so it can sit alongside the Year 1 and Year 2 curriculum maps. This is a curriculum-mapping view only: it does not imply that EYFS subjects are taught discretely. Content is drawn from the EYFS Yearly Overview and Ten:Ten Life to the Full Plus; where no discrete content is identified, this is stated rather than inferred.

|                                                                                                    | Autumn 1                                                                                                                                                                                                                                                                                                                                                                        | Autumn 2                                                                                                                                                                                                                                                                                                                                                                          | Spring 1                                                                                                                                                                                                                                                                                                                                                                      | Spring 2                                                                                                                                                                                                                                                                                       | Summer 1                                                                                                                                                                                                                                                                                                                                                                          | Summer 2                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>RE / Catholic Life</b><br>(Understanding the World: People, Culture and Communities)            | Branch 1 – Creation and Covenant<br>Creation, stewardship, prayer, God's family and Baptism.                                                                                                                                                                                                                                                                                    | Branch 2 – Prophecy and Promise<br>Human dignity, Annunciation, Nativity, Advent and the crib.                                                                                                                                                                                                                                                                                    | Branch 3 – Galilee to Jerusalem<br>The Magi; Jesus welcomes, calls, feeds and cares for everyone.                                                                                                                                                                                                                                                                             | Branch 4 – Desert to Garden<br>Lent, Holy Week, Good Friday, Resurrection and Easter.                                                                                                                                                                                                          | Branch 5 – To the Ends of the Earth<br>Ascension, Pentecost, the early Church, parish and common good.                                                                                                                                                                                                                                                                            | Branch 6 – Dialogue and Encounter<br>Peter and Paul, parish life, Shabbat, Muslim prayer and respectful dialogue.                                                                                                                                                                                                                                                            |
| <b>Texts / English Driver</b><br>(Communication and Language / Literacy)                           | The Best Part of Me<br>The Colour Monster Goes to School<br>Leaf Man                                                                                                                                                                                                                                                                                                            | Brown Bear, Brown Bear, What Do You See?<br>Nativity stories and songs                                                                                                                                                                                                                                                                                                            | Whatever Next?<br>Space and journey non-fiction                                                                                                                                                                                                                                                                                                                               | Jack and the Beanstalk<br>Goldilocks and the Three Bears                                                                                                                                                                                                                                       | Dear Zoo<br>Animal and habitat non-fiction                                                                                                                                                                                                                                                                                                                                        | That's Not My Hat<br>Sea-life and ocean non-fiction                                                                                                                                                                                                                                                                                                                          |
| <b>English</b><br>(Communication and Language / Literacy)                                          | Communication: listen in short focused sessions; follow routines and two-step instructions; talk about self, family, feelings and school.<br>Reading: recognise characters, settings and key events; answer who/what/where; retell using pictures and props.<br>Writing: write own name; form taught letters; segment orally; give meaning to marks, drawings and early labels. | Communication: attend for longer; answer who/what/where and simple why questions; describe familiar places and celebrations; retell repeated sequences.<br>Reading: recall information and events in sequence; predict; discuss characters and settings.<br>Writing: spell VC/CVC words; write labels, captions and simple sentences with guided spaces, capitals and full stops. | Communication: use sequence and positional language; make predictions; ask relevant questions; explain an idea in connected sentences.<br>Reading: sequence a journey; infer simple feelings; compare story and factual information.<br>Writing: spell VC/CVC words; write and reread simple sentences; use capital letters, spaces and full stops with growing independence. | Communication: retell familiar tales with story language; describe characters and motives; use because to explain.<br>Reading: compare versions; predict and justify.<br>Writing: short narratives, lists and instructions; add descriptive vocabulary; link ideas with and; reread for sense. | Communication: use subject vocabulary to classify, compare and explain; ask and answer how/why questions; recount experiences.<br>Reading: retrieve and explain information from fiction and non-fiction; infer feelings and motives.<br>Writing: labels, captions, factual pieces and short narratives; write several linked sentences with increasingly consistent punctuation. | Communication: explain processes and relationships; retell and create narratives; clarify ideas through questions; speak confidently.<br>Reading: retell and innovate stories; compare ideas across texts; explain vocabulary and preferences.<br>Writing: plan, say, write and reread simple sentences; create a short story or information text; edit with adult dialogue. |
| <b>Phonics</b><br>(Literacy)                                                                       | Little Wandle Phase 2<br>s a t p i n m d g o c k c k e u r h b f f l l s s<br>Tricky words: is, I, the. Oral blending and segmenting; blend CVC words.                                                                                                                                                                                                                          | Secure Phase 2 in words and sentences.<br>Tricky words: put, full, as, and, has, his, her, into, go, no, to, she, push, of, we, me, be.<br>Re-read for accuracy.                                                                                                                                                                                                                  | Little Wandle Phase 3 begins<br>j v w x y z z z q u c h s h t n g n k<br>Taught tricky words including was, you, they, my, by, all, are.                                                                                                                                                                                                                                      | Complete Phase 3 vowel GPCs<br>ai ee igh oa oo ar or ur ow oi ear air ure er<br>Read sentences/short texts and blend unfamiliar words.                                                                                                                                                         | Little Wandle Phase 4<br>Adjacent consonants and longer words; taught tricky words. Build fluency, automaticity and prosody in fully decodable books.                                                                                                                                                                                                                             | Consolidate Phases 2–4 and all taught tricky words.<br>Read matched books with growing fluency, prosody and understanding; self-correct when meaning breaks down.                                                                                                                                                                                                            |
| <b>Maths</b><br>(Mathematics)                                                                      | Mastering Number provides the systematic number-sense spine. Shape, space and measure are developed alongside explicit teaching through rich continuous provision.                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Number</b><br>(Mathematics)                                                                     | Secure subitising, cardinality, comparison and numeral recognition with a deliberate focus on 1, 2 and 3. Represent quantities in different ways; encounter quantities to 5.                                                                                                                                                                                                    | Introduce and secure 4 and 5; subitise and count; connect numerals to quantities; composition within 5; compare sets; identify one more and one less.                                                                                                                                                                                                                             | Consolidate composition within 5; introduce zero; compare quantities and numerals; reason about missing parts; apply subitising to varied arrangements.                                                                                                                                                                                                                       | Build understanding of 6–10 using "5 and a bit"; compare/order quantities; explore composition, doubles and equal groups; one more/one less.                                                                                                                                                   | Recall number bonds within 5 and some to 10; recognise doubles and relationship to even numbers; share/group practically; count beyond 10 and notice counting patterns.                                                                                                                                                                                                           | Consolidate flexible number sense within 10: subitising, cardinality, composition, comparison and bonds. Apply to addition/subtraction stories; compare numbers beyond 10.                                                                                                                                                                                                   |
| <b>Measure</b><br>(Mathematics)                                                                    | Compare size, mass and capacity informally.                                                                                                                                                                                                                                                                                                                                     | Compare length, height and time through routines.                                                                                                                                                                                                                                                                                                                                 | Compare mass and capacity; sequence familiar events and use time language.                                                                                                                                                                                                                                                                                                    | Compare length, height, mass and capacity through investigations.                                                                                                                                                                                                                              | Compare and order measures in practical contexts.                                                                                                                                                                                                                                                                                                                                 | Select measures independently and solve practical measure problems.                                                                                                                                                                                                                                                                                                          |
| <b>Geometry</b><br>(Mathematics)                                                                   | Match and sort by attribute; copy/continue simple patterns; use positional language.                                                                                                                                                                                                                                                                                            | Name/compare circles, triangles and four-sided shapes; investigate spatial arrangements; create repeating patterns.                                                                                                                                                                                                                                                               | Compose/decompose shapes; describe routes and positions.                                                                                                                                                                                                                                                                                                                      | Identify/explain repeating patterns; select and combine shapes for a purpose.                                                                                                                                                                                                                  | Spatial reasoning through maps, tangrams and construction; create/correct more complex patterns.                                                                                                                                                                                                                                                                                  | Select spatial strategies independently; describe transformations/viewpoints; make, extend and explain patterns.                                                                                                                                                                                                                                                             |
| <b>Science</b><br>(Understanding the World: The Natural World)                                     | Observe autumn and local natural materials; describe weather and seasonal change; notice features of the immediate environment and care for living things.                                                                                                                                                                                                                      | Describe materials, light, colour and seasonal change.                                                                                                                                                                                                                                                                                                                            | Investigate materials, forces and movement through rockets and ramps; observe winter; talk about Earth, Moon, Sun and space.                                                                                                                                                                                                                                                  | Plant and observe beans; describe what plants need; record growth; investigate changing materials through cooking; identify spring changes.                                                                                                                                                    | Classify familiar animals; describe habitats, diets and life cycles; observe local wildlife; explain simple relationships between living things and environments.                                                                                                                                                                                                                 | Name/classify sea life; compare habitats; investigate floating and sinking; observe evaporation; explain how litter and pollution affect living things.                                                                                                                                                                                                                      |
| <b>History</b><br>(Understanding the World: Past and Present)                                      | Talk about family, school routines and significant personal experiences; use photographs and timelines to identify change over time.                                                                                                                                                                                                                                            | Compare past and present celebrations and family traditions; sequence events leading to Christmas.                                                                                                                                                                                                                                                                                | Compare transport, communication and exploration now and in the past; distinguish story from factual accounts.                                                                                                                                                                                                                                                                | Compare homes, household objects and storytelling across generations; identify how familiar things have changed.                                                                                                                                                                               | Use accounts, images and artefacts to learn how care of animals and local places has changed.                                                                                                                                                                                                                                                                                     | Compare seaside holidays, boats and coastal work past and present; order images and explain change.                                                                                                                                                                                                                                                                          |
| <b>Geography</b><br>(Understanding the World: People, Culture and Communities / The Natural World) | Notice features of the immediate environment; identify family, school and parish as communities; use positional language in routines and play.                                                                                                                                                                                                                                  | Explore the local area, occupations and places of worship; use simple maps and positional language to represent familiar places.                                                                                                                                                                                                                                                  | Use maps and globes to locate land, sea and familiar places; recognise that people live in varied environments and travel for different reasons.                                                                                                                                                                                                                              | Compare homes and stories from different cultures; discuss fairness, needs and choices within communities.                                                                                                                                                                                     | Compare environments and ways communities care for animals; undertake local environment fieldwork.                                                                                                                                                                                                                                                                                | Use maps and globes to locate oceans and coasts; explore how people use and protect marine environments.                                                                                                                                                                                                                                                                     |
| <b>Computing</b><br>(Understanding the World)                                                      | Internet / Online Safety (ongoing): encourage safe habits when accessing digital technology and computing software through Smartie the Penguin. Children learn to stop and tell a trusted adult if something online worries, confuses or concerns them.                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                              |

|                                                                   | Autumn 1                                                                                                                                                                                                                                                           | Autumn 2                                                                                                                                                                                                                                                                    | Spring 1                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                                          | Summer 1                                                                                                                                                                                                                                                                                                             | Summer 2                                                                                                                                                                                                           |
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| <b>Art</b><br>(Expressive Arts and Design)                        | Explore line, colour, shape and texture through self-portraits and feelings-inspired art; arrange natural materials in the style of James Brunt; talk about choices.                                                                                               | Mix colours; print and repeat patterns; create celebration and Nativity pieces.                                                                                                                                                                                             | Use paint and collage for imagined space scenes.                                                                                                                                                                   | Draw and construct characters and settings; explore clay and textiles; revisit work to add detail.                                                                                                                                                                | Use observation to draw, paint, model and print animals; select textures for purpose; create collaborative habitats.                                                                                                                                                                                                 | Combine painting, collage, printing and sculpture in ocean work; explore pattern and movement; plan, make, review and refine.                                                                                      |
| <b>DT</b><br>(Expressive Arts and Design)                         | Select and arrange natural materials; talk about material and design choices.                                                                                                                                                                                      | Join materials; evaluate and improve simple designs.                                                                                                                                                                                                                        | Select and join materials to design rockets and vehicles; test, adapt and explain designs.                                                                                                                         | Construct characters, settings and strong structures; improve stability.                                                                                                                                                                                          | Select materials and textures for purpose when creating collaborative habitats.                                                                                                                                                                                                                                      | Plan, make, review and refine an individual outcome using combined materials.                                                                                                                                      |
| <b>PE</b><br>(Physical Development)                               | Develop spatial awareness, balance and coordination; strengthen hands; establish comfortable pencil grip.                                                                                                                                                          | Refine running, jumping, climbing and ball skills; use scissors/tools safely; improve pencil control and posture.                                                                                                                                                           | Combine movements in sequences; negotiate space and obstacles; develop bilateral coordination.                                                                                                                     | Use strength, balance and coordination in dance and apparatus; handle tools precisely.                                                                                                                                                                            | Apply movement skills in games; develop accuracy with balls/equipment; use fine-motor control for drawing, labelling and writing.                                                                                                                                                                                    | Demonstrate coordinated movement, safe tool use and self-care; sustain efficient pencil control and clear letter formation.                                                                                        |
| <b>Music</b><br>(Expressive Arts and Design)                      | Learn a repertoire of songs; explore the voice; identify/keep a steady pulse; respond to tempo and dynamics through movement.                                                                                                                                      | Recognise the beat as a steady pulse; copy rhythmic patterns; explore instruments; perform Nativity songs.                                                                                                                                                                  | Explore timbre, pitch and dynamics; choose sounds for journeys/space; move and perform in response to musical structure.                                                                                           | Use instruments, voice and movement to represent characters/story events; follow a simple sequence and perform collaboratively.                                                                                                                                   | Identify/reproduce simple rhythms; use instruments to represent animals; compose and perform a short group soundscape.                                                                                                                                                                                               | Compose an ocean soundscape using voice, instruments and movement; maintain a part in a group performance; discuss musical choices.                                                                                |
| <b>PSHE / RSE</b><br>(Personal, Social and Emotional Development) | Ten:Ten Life to the Full Plus - Module 1, Units 1 and 2: Handmade With Love; I Am Me; Heads, Shoulders, Knees and Toes; Ready Teddy? Know each person is created and loved by God; recognise strengths, body dignity, healthy habits, feelings and trusted adults. | Module 1, Units 3 and 4: I Like, You Like, We All Like; All the Feelings; Let's Get Real; Growing Up; New People, New Places. Explain similarities and differences; name a wider range of emotions; use regulation strategies and talk about growth, change and transition. | Module 2, Units 1 and 2: Role Model; Who's Who?; You've Got a Friend in Me; Forever Friends. Describe caring relationships; cooperate, negotiate roles, show kindness, consider others and repair simple conflict. | Module 2, Units 3 and 4: What Is the Internet?; Playing Online; Safe Inside and Out; My Body, My Rules; Feeling Poorly; People Who Help Us. Apply online and body-safety rules; identify boundaries; say no, move away and tell; explain how trusted adults help. | Module 3, Units 1 and 2: God Is Love; Loving God, Loving Others; Me, You, Us; When I Grow Up; Money Doesn't Grow on Trees. Explain how love is shown; contribute to a community; discuss future roles, money, needs and wants. Oral health: explain how toothbrushing and healthy choices care for teeth and bodies. | Ten:Ten assessment, retrieval and transition: connect learning across the three modules; apply a taught strategy to a health, relationship or safety scenario; reflect on strengths and show readiness for Year 1. |