



Reception Curriculum Map – 2025/2026

Reception	<u>Autumn 1</u> <u>All About Us</u> <i>Baseline (2 weeks)</i> <i>RBA baseline (3 weeks)</i>	<u>Autumn 2</u> <u>Light and Dark</u>	<u>Spring 1</u> <u>Journeys</u>	<u>Spring 2</u> <u>Why is Cornwall special?</u>	<u>Summer 1</u> <u>The World Around Us</u>	<u>Summer 2</u> <u>When I grow up...</u>
Communication and Language	Sharing All about Me books with class mates and adults. Learning how to listen well during whole class and group activities Retelling stories Speaking in full sentences – Drawing Club focus Picture talk – stimulus to encourage full sentence talk – modelling focus sentence stems Rating reads – giving opinion on books we read and share together using given sentence stems	Sharing All about Me books with class mates and adults. Using new vocabulary from Drawing Club, especially during story times Retelling stories Speaking in full sentences – Drawing Club opportunity Sharing their learning during showcase Chatter Bag opportunities – sharing something special to them Picture talk – stimulus to encourage full sentence talk – modelling focus sentence stems Rating reads – giving opinion on books we read and share together using given sentence stems	Retelling our Gingerbread Man story using props and maps Using new vocabulary from Drawing Club, especially during story times Speaking in full, descriptive sentences – Drawing Club opportunity Sharing their learning during showcase Chatter Bag opportunities – sharing something special to them Picture talk – stimulus to encourage full sentence talk – modelling focus sentence stems Rating reads – giving opinion on books we read and share together using given sentence stems	Cornish Knocker challenges – replying to their challenges Retelling the Cornish Knocker story Using new vocabulary from Drawing Club, especially during story times Speaking in full, descriptive sentences – Drawing Club opportunity Sharing their learning during showcase Chatter Bag opportunities – sharing something special to them Picture talk – stimulus to encourage full sentence talk – modelling focus sentence stems Rating reads – giving opinion on books we read and share together using given sentence stems	Retelling own stories Using new vocabulary from Drawing Club, in different contexts (play, discussion, story time) Speaking in full, descriptive sentences – Drawing Club opportunity Sharing their learning during showcase Chatter Bag opportunities – sharing something special to them Picture talk – stimulus to encourage full sentence talk – modelling focus sentence stems Rating reads – giving opinion on books we read and share together using given sentence stems	Reflecting on our year – expressing feelings Reviewing our floor books Revisiting our favourite moments Revisiting vocabulary from Drawing Club sessions – using our Drawing Club book and Magpie book Picture talk – stimulus to encourage full sentence talk – modelling focus sentence stems Rating reads – giving opinion on books we read and share together using given sentence stems

Personal, Social and emotional development	<p>Weekly Jigsaw lessons – Being me in my world</p> <p>Getting to know one another Sharing and turn taking Understanding and responding well to transitions Recognition board focus for individual classes</p> <p>Recognising emotions and solving problems</p>	<p>Weekly Jigsaw lessons – Celebrating Difference</p> <p>Recognition board focus for individual classes</p> <p>Our rights and responsibilities</p> <p>Calming techniques – using calming breaths</p>	<p>Weekly Jigsaw lessons – Dreams and Goals</p> <p>Recognition board focus for individual classes</p> <p>Recapping and reviewing our curricular goals</p> <p>Peaceful Problem Solving strategies</p> <p>Developing resilience and perseverance when faced with challenges</p>	<p>Weekly Jigsaw lessons – Healthy Me</p> <p>Recognition board focus for individual classes</p> <p>Recapping and reviewing our curricular goals</p>	<p>Weekly Jigsaw lessons – Relationships</p> <p>Recognition board focus for individual classes</p> <p>Recapping and reviewing our curricular goals</p> <p>How to develop as an independent learner</p>	<p>Weekly Jigsaw lessons – Changing me</p> <p>Recognition board focus for individual classes</p> <p>Recapping and reviewing our curricular goals</p> <p>Identify and work towards simple goals – transition to Year 1</p> <p>Speaking about themselves in a positive way and recognising what they can now do that they weren't able to do – talking about proud moments.</p>
Physical Development	<p>Revising and refining fundamental movements</p> <p>Gross Motor – Write Dance – Volcano</p> <p>Pen Disco</p> <p>Dough Disco</p> <p>Fine motor – finger rhymes – Tommy Thumb, Animal Dance</p> <p>Real PE – Core Skills</p>	<p>Revising and refining fundamental movements</p> <p>Gross motor – Space Dance</p> <p>Yoga – Space Picnic</p> <p>Continue with pen and dough disco</p> <p>Fine motor challenges</p> <p>Real PE – Core Skills</p>	<p>Pencil grip focus – continuation of fine motor opportunities</p> <p>Revising and refining fundamental movements</p> <p>Use of apparatus</p> <p>Real PE – Core Skills</p>	<p>Pencil grip focus – continuation of fine motor opportunities</p> <p>Revising and refining fundamental movements</p> <p>Use of apparatus</p> <p>Obstacle courses</p> <p>Real PE – Core Skills</p>	<p>Accurate pencil grip and letter formation focus</p> <p>Revising and refining fundamental movements</p> <p>Developing confident ball skills</p>	<p>Accurate pencil grip and letter formation focus</p> <p>Accuracy in writing and drawing</p> <p>Developing confident ball skills</p> <p>Obstacle courses and challenges outside to encourage resilience and perseverance and the development of key skills – climbing, rolling, jumping, balancing,</p>
Literacy	<p>See separate English curriculum map</p>					
Maths	<p>See separate Maths curriculum map</p>					

Understanding the world	<p>Season focus – Autumn – what is it? What clues can we look for? -understanding how changes in season effects the natural world around them</p> <p>Simple maps – our school environment and linked to The Little Red Hen story</p>	<p>Seasonal change – days getting darker and how this changes our routine.</p> <p>Sources of light – the moon and stars being reflectors, understanding how changes in season effect the natural world around them</p> <p>Becoming an astronomer – space school challenges</p> <p>Nocturnal animals – who wakes up as we go to bed?</p> <p>What are the planets called and what are they like?</p> <p>Science – balloon rocket, dropping space rocks into sand, flour</p>	<p>Noticing seasonal changes, looking at changes over time</p> <p>Science - Gingerbread Man experiment – using different liquids – what will happen?</p> <p>Prediction</p> <p>Maps – following maps, creating our own, using directional language</p> <p>A local adventure – where did we go? What did we see?</p> <p>Features of our local area – recount using photos, ordering the features we saw. Taking our teddies?</p> <p>Possible link to a school in another country – making comparisons</p>	<p>Noticing seasonal changes, looking at changes over time</p> <p>Spring- what happens at this time of year? What do plants need to grow?</p> <p>Watching plants grow- what do you notice?</p> <p>Flower water experiment- do plants drink?</p>	<p>Noticing seasonal changes, looking at changes over time</p> <p>Watching plants grow- what do you notice?</p> <p>Growing cress</p> <p>Science - Flower water experiment- do plants drink?</p> <p>Sunflower growing challenge linked to maths</p> <p>Trips to different outdoor environments in Cornwall- beach and woods- what are these environments like?</p> <p>Comparing Cornish environments to somewhere around our world.</p>	<p>Noticing seasonal changes, looking at changes over time</p>
People and Communities	<p>Learning about the adults and children in Reception</p> <p>Talk about familiar adults from their family and community</p> <p>Describe familiar situations in the past – linked to All About Me books</p>	<p>Figures in history who have travelled into space – Neil Armstrong and Tim Peake as well as animals that have made the journey.</p>	<p>Talk about the favourite journeys we have made – where did we go, who with?</p> <p>Famous explorers – linked to Cornwall</p>	<p>What is your favourite place in Cornwall?</p> <p>Inviting someone important to Redruth in to talk to us about our town - Mayor</p> <p>What is a mine? Who were Cornish miners? How did mines work? Learn about our class mine.</p> <p>Learning more Cornish words</p> <p>Learning about famous influential Cornish women (Rowenna Cade, Helen Glover, Elizabeth Carne)</p>	<p>Who looks after these places around Cornwall?</p> <p>What can we do to look after nature?</p> <p>Visits from the Mayor</p>	<p>Talk about the lives of the people around them and their roles in society – vet, doctor, dentist, mayor, librarian, police officer, firefighter</p>
RE	<p>Being Special – Where do we belong?</p> <p>Christians belong at God's right hand</p> <p>Baptism</p> <p>How other religions celebrate family – Raksha Bandhan - Hinduism</p>	<p>Why is Christmas special for Christians?</p> <p>Advent</p> <p>Jesus' birthday - The Christmas Story</p> <p>Christmas artefacts</p> <p>Christmas gifts</p>	<p>Which stories are special and why?</p> <p>Zacheus</p> <p>David and Goliath – David the Shepherd Boy</p> <p>Rama and Sita</p>	<p>Why is Easter special for Christians?</p> <p>Traditions</p> <p>The Easter Story</p>	<p>Why is the word 'God' so important to Christians?</p> <p>God/Creation</p> <p>What is the Christian story of creation?</p>	<p>Which places are special and why?</p> <p>Local church</p> <p>Mosque – why is this special to Muslims?</p>

Expressive Arts and Design	<p>Sparkyard - Term 1 My Musical Classroom</p> <p>Leaf Man creations using Autumn objects</p>	<p>Sparkyard - Term 1 My Musical Classroom</p> <p>Van Gogh Starry Night stimulus</p> <p>listening to Underneath the Stars by Kate Rusby</p> <p>Designing and building rockets - 3D materials</p>	<p>Sparkyard - Term 2 Musical Patterns And Performing</p> <p>Textural rubbings of things we see on our local adventure</p> <p>Designing bridges/structures to help the gingerbread man cross the river safely. How can we make it stable?</p> <p>Colour mixing - 'magic colours'</p>	<p>Sparkyard - Term 2 Musical Patterns And Performing</p> <p>Art- pattern- explicit skill taught. Artist Terry Frost</p> <p>Making heavy cake (Hevva cake)</p> <p>Designing and making mining tools using a simple mechanism (split pins)</p> <p>Draw what we think a Knocker looks like</p> <p>Cornish songs and dancing</p>	<p>Sparkyard - Term 3 Sound Stories</p> <p>Art - explicit skill- space and tone- drawing objects linked to the sea (Alfred Wallis).</p> <p>Make a plant pot using clay and carve a pattern</p> <p>Cress sandwiches using our grown cress</p> <p>Performing Sparkyard songs on our stage.</p>	<p>Sparkyard - Term 3 Sound Stories</p> <p>Legacy art- making a clay animal or insect using slip method</p> <p>Art- space and tone - exploring shapes and tone - making a picture or colour darker and lighter</p> <p>DT - textiles – joining textiles using glue, staples – making a badge to represent their future career</p>
Wild Tribe focus	<p>Becoming familiar with our school environment – where is the Wild Tribe area? What can we do here?</p> <p>Signs of Autumn</p>	<p>Changes to the area – noticing and observing</p> <p>Team games –zip zap, hunts, creating animal homes/shelters</p>	<p>Hibernating animals and making cosy dens for hedgehogs</p> <p>Growing popular vegetables</p> <p>Using trowels safely</p> <p>Identifying different flora and fauna in our outdoor area</p> <p>Making observations about the outdoors using our senses</p>	<p>Making observations – signs of spring</p> <p>How can we care for our wildlife?</p> <p>Making feeders</p> <p>Making a textural rubbing using crayons and charcoal</p> <p>Using a tool safely to make a spring decoration</p> <p>Planting and growing – improving our area</p>	<p>Planting in our wild tribe area.</p> <p>Mini beasts - hunt</p> <p>Messy maths linked to weekly focus</p> <p>Growing cress- planting and growing</p> <p>Using the Wild Tribe area to discover seasonal changes from Spring to Summer</p> <p>Using tools safely to make a magic wand</p>	<p>Making a leaf decoration – using tools safely and with care</p> <p>Learning team skills</p> <p>Learning what camouflage means,</p> <p>Telling stories</p> <p>Making legacy art based on mini beast work previously</p>
Life Skills focus	<p>Using manners when talking with others</p> <p>Turn taking and sharing</p> <p>'Choose it, Use it, Put it away' focus during Independent Learning</p>	<p>Putting on jumpers and coats and using the zip independently</p> <p>Using a knife and fork with confidence</p> <p>Bikeability – basic stopping and starting skills</p>	<p>Putting on waterproofs for Wild Tribe sessions</p> <p>Putting on shoes and socks</p> <p>Making a sandwich</p> <p>Oral health and making a healthy fruit salad</p> <p>Bikeability – setting off, stopping safely, steering confidently</p>	<p>Retrieval of previous taught skills. How can we self-regulate? Making a regulation area in our classrooms.</p> <p>Looking after our environment.</p>	<p>Retrieval of life skills taught,</p> <p>Solve problems when you fall out with a friend. - What I can do before asking a teacher for help,</p> <p>Looking after our teeth, making a sandwich independently</p> <p>How to keep safe in the sun.</p>	<p>Bikeability – 6 week block – balancing, riding a pedal bike</p>

Enhancements And significant events	Autumn poems and songs Harvest – linked to Little Red Hen Bread making Black History	Diwali celebrations Bonfire Night – linked to PSED and history Remembrance Day Space challenges for astronaut school Party preparations Nativity performances	Making gingerbread men CCTV footage of the Gingerbread men running away A local adventure – walk to the field, explore the school grounds	Visit to Wheal Uny mine Library visit 1	Visit to Tehidy woods Library visit 2	Visit from the police, a vet, the Mayor of Redruth, dentist and firefighters Visit to the local church Sports Day
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