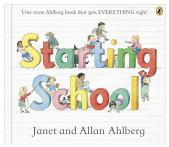
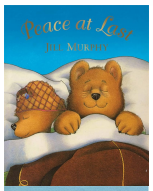
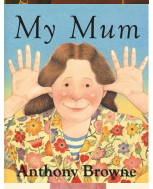
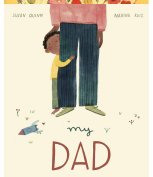
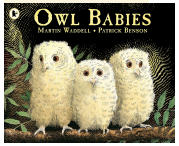
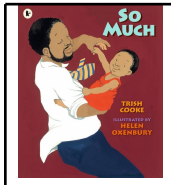
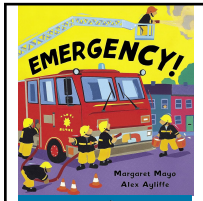
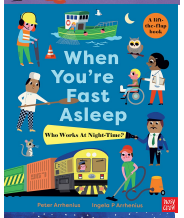
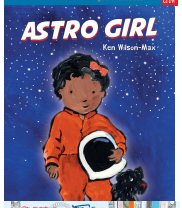
Reception Curriculum map 2026/2027

	Autumn 1 - Starting School	Autumn 1 - All About Me
     	Literacy texts	*Starting School* by Allan Ahlberg and Janet Ahlberg, *All Are Welcome* by Alexandra Penfold, *Peace At Last* by Jill Murphy, *My Mum* by Anthony Browne, *My Dad* by Susan Quinn, *Owl Babies* by Martin Waddell, *So Much* by Trish Cooke. **Progression of skills (writing):** To copy letter shapes which are familiar to them e.g. from their name. To give meaning to the marks they make as they write. To copy taught shapes and letters. To write the initial sounds in words.
	Topic **Starting School** **All About Me**	Learning focuses on helping children feel safe, secure and confident as they settle into school life. Children become familiar with their classroom environment and begin to build relationships with peers and staff. **ELG links** • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. **RE topic:** The Good Samaritan.	Children learn about themselves, their families, their interests and what makes each person unique. They are encouraged to share personal experiences, talk about similarities and differences, and develop a positive sense of identity and belonging. Children explore family structures, communities and their own experiences. **ELG links** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Manage their own basic hygiene and personal needs, including dressing and going to the toilet independently. • Talk about the lives of the people around them and their roles in society. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. **RE topic:** What happens on Buddha day?
	Vocab	Family, caring, birthday, celebration, community, school, class, house, different, feelings

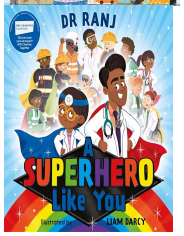
		
	Maths	Matching, sorting and, comparing amounts Compare size, mass and capacity Explore and copy simple patterns
	ASPIRE 	Children are introduced to the ASPIRE character, 'Respectful Rodrick'. Learning focuses on class routine, caring for resources and communicating respectfully. **ELG Links:** ● Be confident 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.
	Trips and planned experiences	Weekly 'Family Fridays'. Our local area trip to Shoreditch Park (spotting seasonal changes). Role play family life in the home corner Hair dresser/barber role play Make playdoh cakes for a birthday celebration Be supported to ask new friends to play Draw a family portrait Paint a self portrait Make a name card
	Autumn 2 - People who help us	





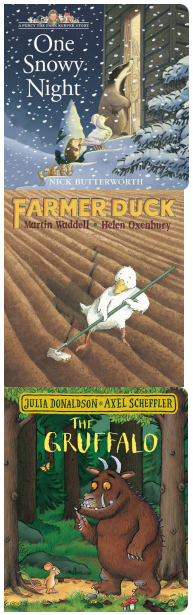


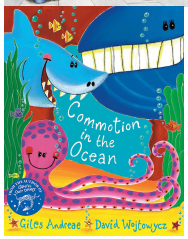
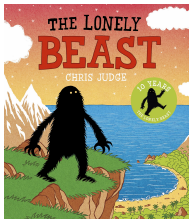


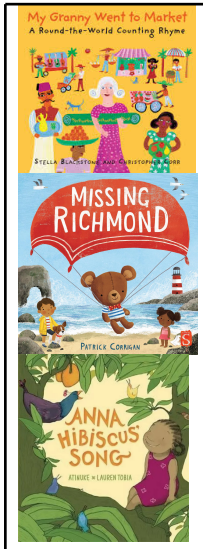


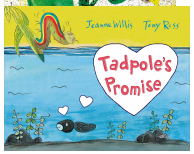
Literacy texts	*Emergency* by Margaret Mayo, *When You're Fast Asleep* by Peter Arrhenius, *Astro Girl* by Ken Wilson-Max, *The Lost Property Office* by Emily Rand. **Progression of skills (writing):** To write their name. To begin to use the correct letter formation of taught letters. To write words and labels using taught sounds. To write captions using taught sounds
Topic **People who help us**	Through the ‘ Emergency’ topic, children learn about people who help us in the community, including firefighters, doctors, vets and police officers. **ELG links:** ● Children can talk about the lives of people around them and their roles in society. ● Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts. ● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. **RE topic:** What happens at Diwali? What happens at Christmas?
Vocab	Siren, lifeboat, choppy, blazing, guard, astronaut, asteroid, spaceship, police service, ambulance service, fire service, emergency service, rescue, protect, uniform, Surgery, Operation, Examine, Treatment, Medicine, Detective, Arrest, Handcuffs, Police Station, Doctor, Nurse, Paramedic, Dentist
Maths	Subitise, match and explore numbers to 3 Recognise, name and describe simple 2D shapes Count, represent, and manipulate the first five numbers Composition of numbers to 5
ASPIRE 	Children are introduced to the ASPIRE character, ‘Inclusive Izaiah’. Learning focuses on how to be a good friend, and the importance of sharing and taking turns. **ELG Links:** • 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.
Trips and planned experiences	Workshop from Hoxton Fire Brigade Teddy Bear Workshop (Guy’s and St Thomas’ Hospital) Winter singing performance Trip to the local library Junk modelling an emergency vehicle

		Diwali activities Christmas activities Visit to the local library Role play emergency situations outside
	Spring 1 - Traditional Tales	
	Literacy texts	*Little Red* by Bethan Woolvin, *Hansel and Gretal* by Bethan Woollvin, *The Three Little Pigs*, *Little Red Hen* **Progression of skills (writing):** To form lower case letters correctly, from the correct starting point. To begin to write sentences using finger spaces. To spell words using taught sounds, including special friends. To spell some red words correctly.
	Topic **Traditional Tales**	Children will explore classic stories through interactive storytelling, role play and creative building projects**.** Through these activities, they will develop essential communication skills, build a rich vocabulary and develop their understanding of past and present. **ELG Links:** ● 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. ● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. **RE topics:** My Muslim Faith. The Donkey in the Tiger Skin Fable.
	Vocab	Character, hero, once upon a time, happily ever after, tale, title, past, disguised, fooled, wicked, cruel, lazy
	Maths	Introducing Zero Subitising to 5 and exploring composition of numbers to 5 One More and One Less Comparing Quantities Comparing mass and capacity Finding and comparing quantities 6,7,8 Identifying odd and even numbers and doubles up to 8
	ASPIRE	Children learn about the ASPIRE character ‘Self-Aware’. Learning focuses on different beliefs people may hold and how they celebrate this. Children also explore how to keep themselves healthy and safe.

		**ELG Links:** ● Manage their own basic hygiene and personal needs, including dressing ● Show sensitivity to their own and to others' needs.
	Trips and planned experiences	Visit to Little Angel puppet theatre Make their own puppet theatre through junk modelling Perform a fairy tale with stick puppets Lunar new year activities Making porridge for the three bears Fairy tale role play
		Spring 2 - Animals and their habitats
	Literacy texts	*One Snowy Night* by Nick Butterworth, *Farmer Duck* by Martin Wadell, *The Gruffalo* by Julia Donaldson, *On the way home* by Jill Murphy, *Commotion in the ocean* by Giles Andreae. **Progression of skills (writing):** To understand that sentences start with a capital letter and end with a full stop. To write sentences using finger spaces and full stops. To spell words using taught sounds, including special friends.
	Topic **Animals and their habitats**	In this unit, children explore the natural world and learn about animals and the environments in which they live. They begin to recognise that habitats can be different from their own surroundings, such as oceans, jungles and polar regions. This supports Understanding the World in the EYFS by encouraging curiosity, observation and discussion about nature and different environment **ELG Links:** ● 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. ● Explore the natural world around them, making observations and drawing pictures of animals and plants. **RE topics:** What happens at Passover? What happens at Easter?
	Vocab	Habitat, farm, woodland, minibeasts, fish, birds and frogs, diet, fruit, vegetables, farmer, hibernate, nocturnal, ocean, sea creatures
	Maths	Exploring and comparing length and height Find, compare and subitise numbers to 10 Practicing number bonds to 10 Recognise and identify 3D shapes
	ASPIRE	Children are introduced to the ASPIRE character Enquiring Ebony. Through a range of activities, children are encouraged to think of and ask

 		‘‘who/what/where questions’, develop ‘I wonder…’ phrases and make predictions. **ELG Links:** • 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.
	Trips and Planned experiences	Trip to Spitalfields City Farm Petting zoo- come to school to let children see and touch animals Make their own bug hut Bug hunting in the school garden Making animals with clay Vet role play Saint George’s Day, Holi, Ramadan, Shabbat and Easter activities
		Summer 1 - Around the world
	Literacy texts	*The Lonely Beast* by Chris Judge, *My Granny Went to Market* by Stella Blackstone, *Missing Richmond* by Patrick Corrigan, *Anna Hibiscus* by Atinuke. **Progression of skills (writing):** ● To form lower case letters correctly, from the correct starting point. ● 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.

	Topic **Around the world**	Through interactive storytelling and activities, children discover different countries, cultures and ways of life. They developed their understanding of the world around them, comparing life in the UK with life in other countries and celebrating the diversity of communities and traditions. **ELG Links:** • 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 maps. **RE topics:** How do we make friends? What happens at Eid-Ul Fitr?
	Vocab	World, oceans, continents, volcano, Mexico, Turkey, Thailand, parachute, travel, desert, beach, mountains, explodes, floats, United Kingdom, London
	Maths	Build numbers beyond 10 Identify patterns beyond 10 Use 'first, then, now' to begin to explore addition
	ASPIRE 	Through the ASPIRE character 'Achieving Aisha,' children learn the importance of setting goals, challenging themselves and being determined to persevere through challenges. ELG Links: ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
	Planned Experiences	Trip to a local market to explore foods from around the world. Music from around the world workshop Cultural day (in school) and tasting food from around the world Trip to St. Anne's Church Hoxton Welcoming parents in to talk about different countries and read stories in their home language/sing songs Creating flags from countries around the world
		Summer 2 - Life Cycles
	Literacy texts	*The Extraordinary Gardener* by Sam Boughton, *The Very Hungry Caterpillar* by Eric Carle, *The Tiny Seed* by Eric Carle, *Tadpole's Promise* by Jeanne Willis **Progression of skills (writing):**

   		• 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.
	Topic **Life Cycles**	Children explore how plants and animals grow and change over time. Through visits to the school garden, they observe the natural world around them, learn about life cycles and seasonal change, and develop a deeper appreciation of the wonders of nature. **ELG Links** • 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. **RE topics:** The Lost Coin parable. Visiting a Church
	Vocab	Life cycle, butterfly, cocoon, caterpillar, transform, tadpole, frogspawn, frog, seeds, plants, soil, grow, stem, roots, pond dipping, seasons, plant life, seed pod.
	Maths	Select, rotate and manipulate 2D shapes Explore sharing and grouping quantities into ‘fair’ amounts Identify and create repeating patterns Use positional language to describe where objects are located Give and follow verbal instructions to build a mode
	ASPIRE 	Through the ASPIRE character ‘Proud Pinar’, children learn to describe their strengths, successes and what they want to get better at. They are encouraged to reflect and describe their year in reception and speak positively about themselves. Children begin to learn about KS1 and are supported to become familiar with their new learning environments. **ELG Links:** • 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. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

	Planned Experiences	Pond dipping Mini beast hunt Forest school sessions in the school garden Planting seeds and observing/recording them grow and change Identifying the parts of a flower. Creating diagrams of plants and labelling the parts Painting the life cycle of a butterfly Hackney singing festival End of year family picnic