



Woolhampton C of E Primary School

Beech Class - Reception Curriculum Map 2026 - 2027

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Themes		<i>Settling In All About Me</i>	<i>Let's Celebrate!</i>	<i>Amazing Animals</i>	<i>Come Outside</i>	<i>People Who Help Us Our Community</i>	<i>Journeys</i>
Focus Season		Autumn	Winter		Spring		Summer
Texts, songs and poems	The Adventure of Books	<i>The Very Hungry Caterpillar</i> by Eric Carle <i>Handa's Surprise</i> by Eileen Browne <i>The Something</i> by Rebecca Cobb	What's in the Witch's Kitchen? By Nick Sharratt The Christmas Pine by Julia Donaldson	The Tiger Who Came to tea by Judith Kerr Farmer Duck by Martin Waddell Dear Zoo by Rod Campbell	We're Going on a Bear Hunt by Michael Rosen Rosie's Walk by Pat Hutchins Saving Easter – Twinkl ebook	The Hairy Toe by Daniel Postgate A Little Bit Brave by Nicola Kinnear Lost and Found by Oliver Jeffers	Penguin by Polly Dunbar Would you Rather? By John Burningham
	The Adventure of Tales	Three Billy Goats Gruff The Little Red Hen	Little Red Riding Hood The Gingerbread Man	The 3 Little Pigs Chicken Licken	The Enormous Turnip	The Magic Porridge Pot Jack and the Beanstalk	Rapunzel Goldilocks
	Poems (Taken from Poetry Basket)	Chop, Chop Wise Old Owl Falling Apples Pointy Hat	Autumn Breezy Weather Falling Apples Popcorn Jack Frost	I Can Build a Snowman Cup of Tea Let's Put on Our Mittens Pancakes Mrs Bluebird	Winter's Passed Hungry Birdies A Little Seed Pitter Patter Dance	I Have a Little Frog Sliced Bread The Fox Five Little Peas Thunderstorm	Under a Stone Summer Rain A Little Shell If I Were So Very Small
Maths		Matching and Comparison Measure and Patterns Circles and Triangles	It's me...1, 2,3 1, 2, 3, 4, 5, 6 Shapes with 4 sides	Alive in 5 Growing 6, 7, 8 Mass and Capacity	Building 9 and 10 Length, height and Time Exploring 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and Grouping Visualise, Build and Map Make Connections

Enrichment Activities	Experiences	Home visits Whole School Welly Walk Food donations Whole school Harvest service	Celebrations linked to current children's cultures Remembrance service Nativity production Christmas Church service Whole school trip to Pantomime	Chinese New Year workshop Winter walk to post a letter	Spring walk	Family members and friends to come in and talk about how they help the community.	Transition visits Bucklebury Farm Moving up Morning End of term water fight!
	Outdoor Learning at Forest School	Building relationships and understanding routines. Exploring the space safely Introducing basic nature awareness		Encouraging independence and problem solving. Noticing growth and change in nature.		Consolidating skills and taking more responsibility. Child led exploration and extended projects.	
Communication and Language		Be able to start a conversation with familiar adults and friends at Woolhampton and talk about conversations that interest them. Listen to familiar stories, songs and rhymes and join in with repeated or well-known parts. Retell familiar stories, rhymes and past events. Understand and answer why questions. Understand how to be a good listener and why it is important – Create rules for a good listener. Develop correct pronunciation, use of tenses and prepositions. Use talk to pretend.		Be able to listen and respond during conversations within the setting and during other whole school experiences such as lunchtime. Learn and remember songs, rhymes and poems. Ask questions to find out more and to check they understand what has been said to them. Talk in detail and show engagement when discussing stories, rhymes and past events. Listen carefully at different points of the school day e.g. whole class inputs, lunchtimes and in small groups. Be able to speak in clear, well-formed sentences. Use language from known experiences to talk in role.		Be able to hold a back and forth conversation with adults and other children, understanding social phrases and sometimes the use of humour. Listen attentively when being read to and give own opinions. Ask a range of questions to clarify understanding whilst making links in their learning. Be able to use a range of recently learnt vocabulary to offer explanations and talk about why things happen. Listen responsively and express ideas and feelings about what they've heard. Be able to speak in complex sentences, use the correct tense and a range of conjunctions. Develop a narrative and talk in role with others.	
Physical	Gross Motor Skills – PE	Personal Skills and footwork	Social Skills and agility	Cognitive skills and balances	Creative and ball/partner skills	Physical and co-ordination skills	Health and floorwork

	Gross Motor Skills – Other	Introduce how to sit using core muscle strength when on the floor. Use a range of balls, exploring basic skills such as throwing, catching and rolling. Model how to grasp and release a ball successfully. Experiment different ways of moving, testing out their ideas. Begins to climb on and jump off objects of different heights. To travel in different ways around, under and over.		Emphasise how to sit using core muscle strength when sitting at the table. Develop throwing and catching skills. Move in different ways, adapting movements to reduce risk. Children manage their own safety. Jumps off objects and lands appropriately using hands, arms and body to stabilise and balance. To travel with confidence and skill in different ways, around, under and over and through balancing and climbing equipment.		Use core muscle strength to achieve good posture in various places. Negotiate space and obstacles safely with consideration of themselves and others. Demonstrates strength, balance and coordination during Independent Learning. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
	Fine Motor Skills	To draw lines and circles using an anticlockwise movement. Manipulate range of tools and explore their uses e.g. scarves, ribbons. Introduce scissors and how to be safe. Model correct pencil grip and correct letter formation.	Show increasing control over objects such as pushing, patting, twisting, pinching. Develop correct use of scissors and other tools e.g paintbrushes, hole-punches and staplers. Develop correct pencil grip and correct letter formation.	To draw simple, recognisable objects. Use tools, objects and construction materials safely with increasing control and intention. Use correct pencil grip and form some recognisable letters.	To draw recognisable objects. Use tools to effect changes to materials such as paper, card, playdough, natural items and uses scissors to cut simple shapes. Use tools competently, safely and confidently. Form most recognisable letters and show improvements in handwriting (accuracy and efficiency).	Begin to show accuracy and care when drawing. Use a range of small tools including scissors, paintbrushes and cutlery. Hold a pencil effectively using the tripod grip.	Show accuracy and care when drawing. Use a range of small tools with increasing confidence and accuracy. Form ladder letters, robot letters, curly caterpillar letters and zig-zag letters correctly.

Personal, Social and Emotional Development	Personal, Social and Emotional Development	Self-regulation: My feelings Understanding feelings and emotions by recognising specific emotions, expressing them appropriately and managing strong feelings effectively. Children identify their own and others' emotions and learn strategies to respond positively. No Outsiders book: The Family Book – Todd Parr	Building relationships: Special Relationships Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals. No Outsiders book: Red Rockets and Rainbow Jelly – Sue Heap	Managing Self: Taking on challenges In this unit, children will consider the value of perseverance in facing challenges, learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies. No Outsiders book: Blue Chameleon – Emily Gravett	Self-regulation: Listening and following instructions Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread. No Outsiders book: You Choose – Nick Sharratt	Building relationships: My family and friends Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills. No Outsiders book: Mommy, Mama and Me – Lesley Newman	Managing Self: My wellbeing Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet. No Outsiders book: Hello, Hello – Brendan Wenzel
	Keeping Healthy and Being Safe	Hand-washing Wiping nose Going to the toilet School fire alarm	Fire safety Drinking fluids Safety with tools Allergies Winter clothing and dressing	How to be safe online – Screen time Animal safety	Plant safety Dental hygiene	Being safe with people around us.	Road safety Sun and water safety Importance of exercise sleep. Healthy Eating
Understanding of the World	Understanding of the World - History, Geography, Science	Look at maps to learn more about our school and community. Diversity between people and where people live. Different animal habitats.	Christmas past and present – what do you do with your family at Christmas? Reflect on memories and experiences from children's own past.	Noticing changes – in leaves, weather, seasons. Animals during Winter. Animals in our local area/Douai Woods. Exploring changes and processes in the natural world.	Explore different outside environments and make observations of living things. Discuss the changes in season and the effects on the local environment.	Exploring the outside environment. Recognising plants. Using senses to observe and describe natural objects.	Comparing and contrasting people from the past and now. Exploring diverse global environments and comparing to local ones.

		Kapow Science - Animal Adventures Kapow Geography – Exploring Maps	Comment on images of familiar situations in the past. Kapow History – Peek into the Past	Carrying out simple enquiries. Kapow Science – I am a scientist	Observe and talk about signs of Spring using senses – make observations about cause and effect. Kapow Geography - Outside Adventures	Kapow Science - Our Beautiful Planet	Using digital maps, books and role play to develop understanding of geography and cultural differences. Kapow History – Adventures through Time Kapow Geography – Around the World
	Technology/ Computing	Computing systems and networks 1: Using a computer Investigating the main parts of a computer and learning how the keyboard and mouse are used to control it.		Programming 1: All about instructions Developing an understanding of how to give and receive instructions while learning why instructions need to be clear and precise.		Programming 1: All about instructions Developing an understanding of how to give and receive instructions while learning why instructions need to be clear and precise.	
	RE	What makes us special? Exploring similarities and differences between themselves, others and the wider community through stories, discussions and creative activities. <i>Religions: Christianity</i>	What are special times? Comparing special times, including Diwali and Christmas, by exploring their meanings, traditions and celebrations through stories, pictures and videos. <i>Religions: Christianity, Hinduism</i>	Why are some places special? Exploring what makes places special by reflecting on places that are important to the pupils and others. <i>Religions: Christianity, Muslim</i>	What makes the world special? Considering what makes the world special by exploring why it is important to the pupils and others. <i>Religions: Christianity, Muslim</i>	Why are some things special? Reflecting on things that are special to people by exploring items and images that hold personal or communal significance. <i>Religions: Christianity, Hinduism, Muslim, Judaism</i>	Why are some stories special? Exploring how stories can help people understand beliefs and values. <i>Religions: Christianity, Hinduism, Muslim,</i>
		Time to Celebrate – Across the year there will be stand alone lessons taught which will coincide with when religious and cultural festivals are celebrated. These include Harvest, Holi, Hannukah, Shrove Tuesday, Ramadan and Ganesha Chaturthi.					
Expressive Arts and	Creating with materials (Art/DT)	Drawing: Marvellous marks Exploring mark making and using the language of texture, children use wax crayons to make	Structures: Junk modelling Exploring and learning about various types of permanent and temporary join. Pupils are encouraged to	Painting and mixed media: Paint my world Creating child-led paintings using fingers and natural items as tools, children learn that colours can be	Textiles: Bookmarks Developing and practising threading and weaving techniques using various materials and	Sculpture and 3D: Creation station Manipulating playdough and clay to make animal sculptures and their own creations,	Structures: Boats Considering what is meant by ‘waterproof’, ‘floating’ and ‘sinking’, the children experiment

		rubblings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.	tinker using a combination of materials and joining techniques in the junk modelling area.	mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.	objects. Pupils look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.	children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors.	and make predictions with various materials to carry out a series of tests. They also learn about the different features of boats and ships before investigating their shape and structures to build their own.
	Being Imaginative (Music, Drama)	Exploring Sound Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment	Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas. Learn and perform songs for the Christmas nativity.	Music and Movement Creating simple actions to well-known songs, the children learn how to move to a beat and express feelings and emotions through movement to music.	Musical Stories Moving to music using instructions and changing movements to match the tempo, pitch or dynamics. The children recognise that music and instruments can convey moods or represent characters and play instruments as part of a group story.	Big Band Exploring what makes a musical instrument and how instruments are grouped into different families. Pupils develop their sense of beat using untuned percussion instruments before performing a song to a small audience.	Transport Identifying and copying sounds produced by different vehicles using voices, bodies and instruments. The children identify tempo changes and understand how symbols can represent sound
Family Learning Links							
Activities/Events			Hot Chocolate and Story Evening (while parents attend a phonics meeting)		Grandparents Tea Party		Stay and Play – invite parents in for Independent Learning