

## Reception Year Mapping 2025-2026

|  | Autumn One   | Autumn Two   | Spring One   | Spring Two  | Summer One   | Summer Two  |
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| <b>Celebrations and Experiences</b>  | <b>School rules and classroom routines</b><br><b>Halloween</b><br><b>Cookery-biscuits</b>  | <b>Diwali</b><br><b>Bonfire Night</b><br><b>Children in Need</b><br><b>Remembrance Day</b><br><b>Christmas Nativity performance</b><br><b>Cookery- cakes</b> | <b>Valentine's Day</b><br><b>Chinese New Year</b><br><b>Visit from fire service/dentist/nurse/police officers</b><br><b>Cookery-Cookies</b><br><b>Pancake Day</b>  | <b>World Book Day</b><br><b>Eid</b><br><b>Mother's Day</b><br><b>Easter</b><br><b>Cookery-Chocloate nests Farm Trip</b><br><b>Red Nose Day/Comic Relief- British values- self portraits celebrating differences</b> | <b>Sports Day Cookery- Bread making</b>  | <b>Father's Day</b><br><b>Caterpillars</b><br><b>Cookery-Fruit tasting</b><br><b>Transfer Day and transition activities</b> |
| <b>Prime Area of Learning- Communication and Language</b><br><br><b>Listening, attention and Understanding</b><br><br>Supported by the EBPS NPAT Curriculum Document | Understand how to actively demonstrate listening behaviours.<br><br>Understand why listening is important.<br><br>Understand the purpose of a question. Listen carefully to rhymes and repeated refrains in stories paying attention to how they sound.<br><br>Begin to demonstrate the skills for a two-way conversation. |  | Develop confidence to talk in front of groups/the class.<br><br>Listen to stories to build familiarity and identify who the character, the setting and structure of a story is (beginning, middle and end)<br><br>Listen to and use observation and prediction skills.<br><br>Listen to and begin to identify prepositions and instructional language. |   | Skills to provide an explanation on ideas, knowledge learnt, and books read.<br><br>Use the vocabulary for storytelling, play and writing. Ask and respond to a variety of question types. |   |

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| <b>Speaking</b><br><br>Supported by the<br>EBPS NPAT<br>Curriculum Document | Understand the purpose of a question and ask questions.<br>Answer questions using yes or no (link to Literacy) Can use social phrases – good morning, afternoon, please, thank you. Join in singing, rhymes and repeated refrains in stories.<br>Begin to learn skills for a two-way conversation. | Speak in a full sentence clearly and use conjunctions. Understand the purpose of a question and ask appropriate questions.<br>Begin to ask who, what, where, when how and why questions Talk about who the characters are, the setting and structure of a story (beginning, middle and end)<br>Observation and prediction skills linked to learning. Retell stories.<br>Develop skills to build confidence to speak in front of the class/groups. | Use of taught vocabulary in storytelling, play and writing.<br>Ask who, what, where, when how and why questions<br>Develop skills to initiate and sustain a conversation, staying on topic for a prolonged period. |
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|  |   | Develop the skills to hold two-way conversations  |   |
| <b>Prime Area of Learning-Physical Development</b> | <b>Pencil skills</b><br>How to hold a pen/pencil with a pinched grip<br>Pre-letter formation activities e.g., up and down lines, zig zags and anti-clockwise circles<br>Hand strength exercises<br><br><b>Scissor skills</b><br>How to hold and use scissors<br><br><b>Other tools and equipment</b><br>How to hold food with a fork and cut soft food with a knife<br>How to use the resources in the classroom e.g., playdough tools, rolling pins or hole punches<br><br><b>First PE</b><br><b>Enjoy-a-ball</b><br><b>Outdoor Adventure</b><br><b>Jungle Dance</b> | <b>Pencil skills</b><br>Forming and sizing letters accurately Pencil control exercises e.g., pencil dictionaries or colouring in within lines<br><br><b>Scissor skills</b><br>Cutting along a line or around a simple shape<br><br><b>Other tools and equipment</b><br>Doing up and undoing buttons<br>Drawing and painting more accurately<br><br><b>Fitness and FUN-damentals</b><br><b>Superhero Dance</b><br><b>Multi-Skills</b><br><b>Football FUN-damentals</b> | <b>Pencil skills</b><br>A refined tripod grip (if able)<br>Increased fluency in writing<br>Observational drawings<br><br><b>Scissor skills</b><br>Increasing accuracy and control<br><br><b>Other tools equipment</b><br>Use of wider range of tools than just writing pens/pencils e.g., small paint brushes<br><br><b>Gymnastics</b><br><b>Athletics</b><br><b>Tennis</b> |

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| Prime Area of Learning-Personal, social and Emotional PSHE- Jigsaw British Values SMILE emotion | Being Me in my World Democracy Hopes and Dreams   | Celebrating Difference Mutual Respect Fear   | Dreams and Goals Tolerance Empathy   | Healthy Me The Rule of Law Joy  | Relationships Tolerance Sadness   | Changing Me Individual Liberty Anger  |
| <b>Key Texts and Non-Fiction Links</b>  | Brown Bear, Brown Bear,<br><br>Peace at Last<br><br>Hodge the Hedgehog (UW link- signs of autumn)<br><br>The Leaf Thief | Percy the Park Keeper- After the Storm<br><br>Percy the Park Keeper- One Snowy Night (UW link- signs of winter- Ailie Busby)<br><br>Stickman | NF- People who help us/All through the night (UW link- people around them and roles in society)<br><br>Detective Dog<br><br>Hospital Dog | Oliver's Vegetables (UW link-natural world/ life in this country)<br><br>NF- Farm animals<br><br>What the Ladybird Heard (UW link- farm trip- observations of | Goldilocks and the Three Bears (UW link- past and present/ different communities)<br><br>The Best Kind of Bear<br><br>NF- Bears (UW- the natural world) | The Very Hungry Caterpillar (UW link- A fruit is a suitcase for seeds – Jean Richards- process and changes in natural world)<br><br>NF- Summer/lifecycles |

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|  | (UW link- signs of autumn)<br><br>NF- Autumn | (UW link- people, culture and communities/ seasons/celebrations )<br><br>Mog's Christmas (UW link- similarities and differences between religions)<br><br>NF- Winter | (UW link- people around them and roles in society)<br><br>Supertato | animals and plants/ roles of farmer/ contrasting environment)<br><br>Oww! | The Little Red Hen (UW-baking bread-changes)<br><br>The Magic Porridge Pot (UW link- past and present/ changes) | Sharing a shell (UW link- contrasting environments/ weather)<br><br>The Smartest Giant in Town<br><br>The Lion Inside (PSED link) |
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| <p><b>Maths</b></p> <p><b>Mastery Approach</b></p> <p><b>Schemes:</b><br/><b>White Rose</b><br/><b>NSM</b></p> <p><b>Daily Whole Class Sessions</b></p> <p><b>Small Group Focus Work</b></p> <p><b>Focus on Oracy</b><br/><b>Small Numbers Big Ideas</b></p> <p><b>Links to Y1 Schemes:</b><br/><b>White Rose and NSM</b></p> <p><b>Autumn 1</b><br/>Sorting, grouping, comparing. Counting, representing, composition 0-10. Addition and subtraction within 10. Extend stem sentences. 3D Shape.</p> | <p><b>Number</b><br/>Sort and match objects. Create a set. Compare amounts. More and fewer. Same different.</p> <p><b>1,2,3</b><br/>Count, subitise, represent, 1 more, 1 less, composition. Mathematical Graphics.</p> <p><b>Numerical Patterns &amp; SSM</b><br/>Count verbally to 10 Simple patterns - copy, extend, create. 2D Shapes circles and triangles.</p> | <p><b>Number</b><br/><b>1,2,3,4,5</b> Count, subitise, represent, 1 more, 1 less, composition. Mathematical Graphics.</p> <p><b>Number bonds to 5</b><br/>Doubling and halving within 5 Estimation of identifying numbers up to 5 Linking the quantity and the 'label' of the number up to 5</p> <p><b>Numerical Patterns &amp; SSM</b><br/>Count verbally to 10. Recognise and create patterns. Odd and even numbers to 5. 4 sided 2D shapes. Compare sizes and shapes in the environment.</p> | <p><b>Number</b><br/>Fiveness of 5<br/>Introduce zero</p> <p><b>6,7,8</b><br/>Exploring five and a bit<br/>Count, represent, compare, 1 more, 1 less, composition. Mathematical Graphics.</p> <p><b>Numerical Patterns &amp; SSM</b><br/>Counting forwards and backward to 10. Retrieval<br/>2D shapes. Measuring length, height and time.</p> | <p><b>Number</b><br/><b>9, 10</b><br/>Count, conceptual subitise, represent, 1 more, 1 less, composition. Mathematical Graphics.</p> <p><b>Number Bonds to 10.</b><br/>Doubles to 10.</p> <p><b>Numerical Patterns &amp; SSM</b><br/>Odd and even numbers to 10<br/>Recognise 2D shapes on 3D shapes. 3D shape names. Explore mass and capacity.</p> | <p><b>Number</b><br/><b>To 20 and beyond.</b><br/>Build and link the quantity and the 'label' of the number. Addition and subtraction stories within 10. Mathematical Graphics.</p> <p><b>Numerical Patterns &amp; SSM</b><br/>Verbally count to 20. Notice patterns in number. odd/even. Teen numbers. Beyond 20.</p> | <p><b>Number</b><br/>Counting verbally beyond 20.</p> <p>Explore sharing and grouping.</p> <p>Sharing odd and even numbers.</p> <p>Make connections and deepen understanding.</p> <p><b>Numerical Patterns &amp; SSM</b><br/>Create patterns. Patterns in the number system. Positional language. Mapping.</p> |
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| <p><b>Understanding the World</b></p> <p><b>The Natural World</b></p> <p><b>Taught through texts, focussed inputs and Continuous Provision</b></p> <p><b>NPAT Curriculum planned sequentially to Y1.</b></p> <p>Daily Calendar and weather/ seasons.</p> <p>Taking care of class rabbits.</p> <p>Malleable materials/sensory play</p> | <p><b>Where we live and go to school.</b><br/>Where in the world?<br/>Google Earth.</p> <p>Explore the grounds:<br/>Wildlife Garden.<br/>Pond.<br/>Field and trees.<br/>What do we notice?<br/>What can we hear?</p> <p><b>Leaf pictures and natural collections</b></p> | <p><b>Animal habitats.</b><br/>Woodland Animals.<br/>(Percy the Park Keeper – One Snowy Night.)</p>                       | <p><b>Contrasting environments- polar region (Poles Apart text).</b></p> <p><b>Changes in State;</b><br/>Observe measure and record how materials change when they are heated and cooled- frozen ice blocks</p> <p><b>Taking care of our World</b> – link to People Who Help Us.</p> | <p><b>Name and describe animals that live in different habitats – farm visit.</b><br/>(What the Ladybird Heard text)</p> <p><b>Show concern for living things and lifecycle.</b> Plants – how do they grow?<br/>Where do vegetables come from? (Oliver's Vegetables text)</p> <p>Observational drawings of Daffodils. Whole class drawings of animals.</p> | <p><b>Changes in state- baking bread (Little Red Hen text)</b></p> <p><b>Name and describe animals that live in different habitats –</b><br/>Where do bears really live? (Goldilocks and the Three Bears text)</p> | <p><b>Show concern for living things and lifecycle- observations of caterpillars. (The Very Hungry Caterpillar text)</b></p> <p><b>Contrasting environments</b><br/>Where is the coast?<br/>Beach and rock pools (Sharing a Shell text)</p> <p><b>Places near and far – Africa.</b><br/>(Handa's Surprise text)</p> <p>.</p> |
| <p><b>People, Cultures and Communities.</b></p> <p><b>Taught through texts, focussed inputs and Continuous Provision</b></p> <p><b>NPAT Curriculum planned sequentially to Y1.</b></p>  | <p><b>All about me-</b><br/>Beginning school<br/>My family, my class, my school community, where we live.<br/>Local Area map.<br/>Celebrate differences.<br/>(Our Class is a Family – Shannon Olsen)<br/>(My Friends and Me- Stephanie Stansbie and Katy Halford)</p>    | <p><b>Celebrations</b><br/>Bonfire night, Diwali, Christmas<br/>How people celebrate differently.<br/>Links to texts.</p> | <p><b>Celebrations</b><br/>Celebrating New Year around the world- including Chinese New Year (Dragons in the city text)</p> <p><b>People who help us</b><br/>visit from emergency services</p>   | <p><b>Contrasting Environments</b> Urban and rural differences- farm visit.<br/>(What the Ladybird Heard / Rosie's Walk texts)</p> <p><b>Celebrations</b><br/>Eid<br/>Easter</p>   |  | <p><b>Contrasting Environments</b> Life in another country – life in Africa – (Handa's Surprise text)</p> <p>Maps to describe environment. (Maths focus)</p>   |

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| <b>Past and Present</b><br><br><b>Taught through texts, focussed inputs and Continuous Provision</b><br><br><b>NPAT Curriculum planned sequentially to Y1.</b> | <b>Timelines-From babies to now.</b><br>Baby photos.<br>(Happy in our skin-<br>Fran Manushkin- story time.) | <b>Important stories from 'the past' - Guy Fawkes.</b> What did he do? When did it happen? Look at clothes etc. notice differences between then and now. | <b>Being Curious- how and why?</b><br><br>Fire Officer visit- information share about engine and how different from past. Children encouraged to ask how and why questions. | <b>Picture Analysis</b><br>Looking at pictures of tractors and farm equipment from the past and present day. What do we notice? | <b>Artefacts- The History of Traditional tales.</b><br>Old books and old teddies.<br><br>Many traditional tales have been around for centuries – what does this mean?<br>(Goldilocks and the Three Bears text.) | <b>Concept of time-How we have changed this Year?</b><br><br>(Spreading my wings- Nadiya Hussain/ Ella Bailey and Cautious Caterpillar – story time) |

**Continuous Provision- UTW links**

Seasons-throughout the year.

Discovery area- exploring interesting objects with senses Floating and sinking- water tray. Melting ice.

Explore how to change how things work.

Observe measure and record how materials change when they are heated and cooled- cooking opportunities.

Celebration timeline- including Christmas, Diwali, Eid, Chinese New Year, Mother's Day, Father's Day, Easter.

Observational drawing.

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| <b>Expressive arts and design</b><br><b>Creating with Materials</b><br>Timetabled Whole Class Drawing Sessions.<br>Express own ideas and evaluate. | <b>Mark</b><br><b>Making/Drawing</b> Use drawing and mark making to respond to ideas and express themselves.<br>Self Portrait 1<br><b>Colour</b><br>Recognise and name colours<br><b>Painting</b><br>Jackson Pollock- splatter painting<br><b>Printing</b><br>Printing with hands and fingers<br><b>Textiles/Materials</b><br>Explore different materials/textures<br><b>3D work</b><br>Transient art- autumn finds | <b>Mark</b><br><b>Making/Drawing</b> Pencil dictionary techniques.<br>Use lines to draw outline of variety of objects seen remembered or imagined.<br><b>Colour</b><br>Colour- identifying light and dark<br><b>Painting</b><br>Contrasting colours- Silhouette<br><b>Printing</b><br>Sponges, rollers, shapes<br><b>Textiles/Materials</b><br>Junk modelling<br><b>3D work</b><br>Decorations for celebrations Andrew<br>Goldsworthy- using natural materials | <b>Mark</b><br><b>Making/Drawing</b> Observational drawing and painting<br><b>Colour</b><br>Paint a background<br><b>Painting</b><br>Explore painting different surfaces and with different brush types<br><b>Printing</b><br>Repeating patterns<br><b>Textiles/Materials</b><br>Purpose of different materials- e.g.winter clothing<br><b>3D work</b><br>Simple joins using sellotape, PVA glue, Pritt stick and masking tape | <b>Drawing</b> Show different emotions in their drawing. Add details to drawings.<br><b>Colour</b><br>Skin colour- self portrait 2<br><b>Painting</b><br>Watercolour skills<br><b>Printing</b><br>Printing with food and natural objects<br><b>Textiles/Materials</b> Follow instructions to make playdough<br><b>3D work</b><br>Creating 3D models/sculptures using different materials e.g., clay, construction, playdough, 'junk' modelling. | <b>Drawing</b><br>Work based on a famous artist- Self Portrait 3<br><b>Colour</b><br>Making different shades of colour<br><b>Painting</b><br>Painting with food and natural objects<br><b>Textiles/Materials</b><br>Animal footprints<br><b>3D work</b><br>Weaving using natural materials<br><b>3D work</b><br>Puppet making- wooden spoons for storytelling | <b>Drawing</b><br>Draw an image to fill a given size of paper (introduction to scale).<br><b>Colour</b><br>Choose colour for purpose<br><b>Painting</b><br>Introduction to powder paint<br><b>Printing</b><br>Symmetrical printing- butterflies<br><b>Textiles/Materials</b><br>Caterpillar puppets<br><b>3D work</b><br>Making props |
| <b>Being Imaginative and Expressive</b>  | Nursery rhymes and actions<br><br>Drama-become characters to act out simple stories.  | Christmas songs and actions for performance.   | Drama- rolling theatre and objects in a box.   | Musical instruments performance.<br><br>Story mapping.  | Storytelling with puppets.  | Drama- thought tapping.   |

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| Charanga Music | Me! | My Stories | Everyone! | Our World | Big, Bear Funk | Reflect, Rewind and Replay |
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