

## Reception Year Mapping 2025-2026

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

<b>Speaking</b>  Supported by the EBPS NPAT Curriculum Document	Understand the purpose of a question and ask questions. 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. 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. 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) Observation and prediction skills linked to learning. Retell stories. Develop skills to build confidence to speak in front of the class/groups.	Use of taught vocabulary in storytelling, play and writing. Ask who, what, where, when how and why questions 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> How to hold a pen/pencil with a pinched grip Pre-letter formation activities e.g., up and down lines, zig zags and anti-clockwise circles Hand strength exercises  <b>Scissor skills</b> How to hold and use scissors  <b>Other tools and equipment</b> How to hold food with a fork and cut soft food with a knife How to use the resources in the classroom e.g., playdough tools, rolling pins or hole punches  <b>First PE</b> <b>Enjoy-a-ball</b> <b>Outdoor Adventure</b> <b>Jungle Dance</b>	<b>Pencil skills</b> Forming and sizing letters accurately Pencil control exercises e.g., pencil dictionaries or colouring in within lines  <b>Scissor skills</b> Cutting along a line or around a simple shape  <b>Other tools and equipment</b> Doing up and undoing buttons Drawing and painting more accurately  <b>Fitness and FUN-damentals</b> <b>Superhero Dance</b> <b>Multi-Skills</b> <b>Football FUN-damentals</b>	<b>Pencil skills</b> A refined tripod grip (if able) Increased fluency in writing Observational drawings  <b>Scissor skills</b> Increasing accuracy and control  <b>Other tools equipment</b> Use of wider range of tools than just writing pens/pencils e.g., small paint brushes  <b>Gymnastics</b> <b>Athletics</b> <b>Tennis</b>

<b>Prime Area of Learning-Personal, social and Emotional PSHE- Jigsaw British Values SMILE emotion</b>	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,  Peace at Last  Hodge the Hedgehog (UW link- signs of autumn)  The Leaf Thief	Percy the Park Keeper- After the Storm  Percy the Park Keeper- One Snowy Night (UW link- signs of winter- Ailie Busby)  Stickman	NF- People who help us/All through the night (UW link- people around them and roles in society)  Detective Dog  Hospital Dog	Oliver's Vegetables (UW link-natural world/ life in this country)  NF- Farm animals  What the Ladybird Heard (UW link- farm trip- observations of	Goldilocks and the Three Bears (UW link- past and present/ different communities)  The Best Kind of Bear 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)  NF- Summer/lifecycles

	(UW link- signs of autumn)  NF- Autumn	(UW link- people, culture and communities/ seasons/celebrations )  Mog's Christmas (UW link- similarities and differences between religions)  NF- Winter	(UW link- people around them and roles in society)  Supertato	animals and plants/ roles of farmer/ contrasting environment)  Oww!	The Little Red Hen (UW-baking bread- changes)  The Magic Porridge Pot (UW link- past and present/ changes)	Sharing a shell (UW link- contrasting environments/ weather)  The Smartest Giant in Town  The Lion Inside (PSED link)
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<p><b>Maths</b></p> <p><b>Mastery Approach</b></p> <p><b>Schemes:</b> <b>White Rose</b> <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> <b>Small Numbers Big Ideas</b></p> <p><b>Links to Y1 Schemes:</b> <b>White Rose and NSM</b></p> <p><b>Autumn 1</b> Sorting, grouping comparing. Counting, representing, composition 0-10. Addition and subtraction within 10. Extend stem sentences. 3D Shape.</p>	<p><b>Number</b> Sort and match objects. Create a set. Compare amounts. More and fewer. Same different.</p> <p><b>1,2,3</b> Count, subitise, represent, 1 more, 1 less, composition. Mathematical Graphics.</p> <p><b>Numerical Patterns &amp; SSM</b> Count verbally to 10 Simple patterns - copy, extend, create. 2D Shapes circles and triangles.</p>	<p><b>Number</b> <b>1,2,3,4,5</b> Count, subitise, represent, 1 more, 1 less, composition. Mathematical Graphics. Number bonds to 5 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> 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> Fiveness of 5 Introduce zero</p> <p><b>6,7,8</b> Exploring five and a bit Count, represent, compare, 1 more, 1 less, composition. Estimation of numbers up to 8. Mathematical Graphics. Linking the quantity and the 'label' of the number up to 8</p> <p><b>Numerical Patterns &amp; SSM</b> Counting forwards and backward to 10. Retrieval 2D shapes. Measuring length, height and time.</p>	<p><b>Number</b> <b>9, 10</b> Count, conceptual subitise, represent, 1 more, 1 less, composition. Mathematical Graphics. Number Bonds to 10. Doubles to 10.</p> <p><b>Numerical Patterns &amp; SSM</b> Odd and even numbers to 10 Recognise 2D shapes on 3D shapes. 3D shape names. Explore mass and capacity.</p>	<p><b>Number</b> <b>To 20 and beyond.</b> 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> Verbally count to 20. Notice patterns in number. odd/even. Teen numbers. Beyond 20.</p>	<p><b>Number</b> Counting verbally beyond 20.</p> <p>Explore sharing and grouping. Sharing odd and even numbers. Make connections and deepen understanding.</p> <p><b>Numerical Patterns &amp; SSM</b> 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> Where in the world? Google Earth.</p> <p>Explore the grounds: Wildlife Garden. Pond. Field and trees. What do we notice? What can we hear?</p> <p><b>Leaf pictures and natural collections</b></p>	<p><b>Animal habitats.</b> Woodland Animals. (Percy the Park Keeper – One Snowy Night.)</p>	<p><b>Contrasting environments-</b> polar region (Poles Apart text).</p> <p><b>Changes in State;</b> 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</b> – farm visit. (What the Ladybird Heard text)</p> <p><b>Show concern for living things and lifecycle.</b> Plants– how do they grow? 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-</b> baking bread (Little Red Hen text)</p> <p><b>Name and describe animals that live in different habitats</b> – Where do bears really live? (Goldilocks and the Three Bears text)</p>	<p><b>Show concern for living things and lifecycle-</b> observations of caterpillars. (The Very Hungry Caterpillar text)</p> <p><b>Contrasting environments</b> Where is the coast? Beach and rock pools (Sharing a Shell text)</p> <p><b>Places near and far</b> – Africa. (Handa’s Surprise text) .</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> Beginning school My family, my class, my school community, where we live. Local Area map. Celebrate differences. (Our Class is a Family – Shannon Olsen) (My Friends and Me- Stephanie Stansbie and Katy Halford)</p>	<p><b>Celebrations</b> Bonfire night, Diwali, Christmas</p> <p>How people celebrate differently.</p> <p>Links to texts.</p>	<p><b>Celebrations</b> Celebrating New Year around the world- including Chinese New Year (Dragons in the city text)</p> <p><b>People who help us-</b> visit from emergency services</p>	<p><b>Contrasting Environments</b> Urban and rural differences- farm visit. (What the Ladybird Heard / Rosie’s Walk texts)</p> <p><b>Celebrations</b> Eid 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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<p><b>Past and Present</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>Timelines-From babies to now.</b></p> <p>Baby photos. (Happy in our skin-Fran Manushkin- story time.)</p>	<p><b>Important stories from ‘the past’</b> - Guy Fawkes. What did he do? When did it happen? Look at clothes etc. notice differences between then and now.</p>	<p><b>Being Curious- how and why?</b></p> <p>Fire Officer visit- information share about engine and how different from past. Children encouraged to ask how and why questions.</p>	<p><b>Picture Analysis</b></p> <p>Looking at pictures of tractors and farm equipment from the past and present day. What do we notice?</p>	<p><b>Artefacts- The History of Traditional tales.</b></p> <p>Old books and old teddies. Many traditional tales have been around for centuries – what does this mean? (Goldilocks and the Three Bears text.)</p>	<p><b>Concept of time-How we have changed this Year?</b></p> <p>(Spreading my wings- Nadiya Hussain/ Ella Bailey and Cautious Caterpillar – story time)</p>

<p><b>Continuous Provision- UTW links</b></p>	<p>Seasons-throughout the year.</p> <p>Discovery area- exploring interesting objects with senses Floating and sinking- water tray. Melting ice.</p> <p>Explore how to change how things work.</p> <p>Observe measure and record how materials change when they are heated and cooled- cooking opportunities.</p> <p>Celebration timeline- including Christmas, Diwali, Eid, Chinese New Year, Mother's Day, Father's Day, Easter.</p> <p>Observational drawing.</p>
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<p><b>Expressive arts and design</b></p> <p><b>Creating with Materials</b></p> <p>Timetabled Whole Class Drawing Sessions.</p> <p>Express own ideas and evaluate.</p>	<p><b>Mark Making/Drawing</b> Use drawing and mark making to respond to ideas and express themselves.</p> <p>Self Portrait 1</p> <p><b>Colour</b> Recognise and name colours</p> <p><b>Painting</b> Jackson Pollock- splatter painting</p> <p><b>Printing</b> Printing with hands and fingers</p> <p><b>Textiles/Materials</b> Explore different materials/textures</p> <p><b>3D work</b> Transient art- autumn finds</p>	<p><b>Mark Making/Drawing</b> Pencil dictionary techniques.</p> <p>Use lines to draw outline of variety of objects seen remembered or imagined.</p> <p><b>Colour</b> Colour- identifying light and dark</p> <p><b>Painting</b> Contrasting colours- Silhouette</p> <p><b>Printing</b> Sponges, rollers, shapes</p> <p><b>Textiles/Materials</b> Junk modelling</p> <p><b>3D work</b> Decorations for celebrations</p> <p>Andrew Goldsworthy- using natural materials</p>	<p><b>Mark Making/Drawing</b> Observational drawing and painting</p> <p><b>Colour</b> Paint a background</p> <p><b>Painting</b> Explore painting different surfaces and with different brush types</p> <p><b>Printing</b> Repeating patterns</p> <p><b>Textiles/Materials</b> Purpose of different materials- e.g.winter clothing</p> <p><b>3D work</b> Simple joins using sellotape, PVA glue, Pritt stick and masking tape</p>	<p><b>Drawing</b> Show different emotions in their drawing. Add details to drawings. <b>Colour</b> Skin colour- self portrait 2</p> <p><b>Painting</b> Watercolour skills</p> <p><b>Printing</b> Printing with food and natural objects</p> <p><b>Textiles/Materials</b> Follow instructions to make playdough</p> <p><b>3D work</b> Creating 3D models/sculptures using different materials e.g., clay, construction, playdough, ‘junk’ modelling.</p>	<p><b>Drawing</b> Work based on a famous artist- Self Portrait 3</p> <p><b>Colour</b> Making different shades of colour</p> <p><b>Painting</b> Painting inspired by music</p> <p><b>Printing</b> Animal footprints</p> <p><b>Textiles/Materials</b> Weaving using natural materials</p> <p><b>3D work</b> Puppet making- wooden spoons for storytelling</p>	<p><b>Drawing</b> Draw an image to fill a given size of paper (introduction to scale).</p> <p><b>Colour</b> Choose colour for purpose</p> <p><b>Painting</b> Introduction to powder paint</p> <p><b>Printing</b> Symmetrical printing- butterflies</p> <p><b>Textiles/Materials</b> Caterpillar puppets</p> <p><b>3D work</b> Making props</p>
<p><b>Being Imaginative and Expressive</b></p>	<p>Nursery rhymes and actions</p> <p>Drama-become characters to act out simple stories.</p>	<p>Christmas songs and actions for performance.</p>	<p>Drama- rolling theatre and objects in a box.</p>	<p>Musical instrumentsperformance.</p> <p>Story mapping.</p>	<p>Storytelling with puppets.</p>	<p>Drama- thought tapping.</p>

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