

Reception Curriculum 2025/26					
Cycle A					
All About Me and My Family	Our Local and Wider Community	Transport and Worldwide Exploration	Oceans and Creatures of the Deep	What Can We Find in Our Garden? (Minibeasts and Life Cycles)	Transition – Managing change
Cycle B					
What Makes us Special?	Who does what and who helps us?	How Big is Space?	Deep in the Rainforest and Jungle	What's Growing Here?	Moving Onwards and Upwards
Personal, Social and Emotional Development Building Relationships Builds constructive and respectful relationships Form positive attachments to adults and friendships with peers Self-Regulation Express their feelings and consider the feelings of others Shows an understanding of their own feelings and those of others Managing Self	Personal, Social and Emotional Development Building Relationships Form positive attachments to adults and friendships with peers Work and play cooperatively and take turns with others Self-Regulation Show resilience and perseverance in the face of a challenge Shows an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly	Personal, Social and Emotional Development Building Relationships Work and play cooperatively and take turns with others Shows sensitivity to their own and others' needs Self-Regulation Identify and moderate their own feelings socially and emotionally Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	Personal, Social and Emotional Development Building Relationships Work and play cooperatively and take turns with others Shows sensitivity to their own and others' needs Self-Regulation Thinks about the perspective of others Give focused attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions	Personal, Social and Emotional Development Building Relationships Work and play cooperatively and take turns with others Shows sensitivity to their own and others' needs Self-Regulation Thinks about the perspective of others Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate	Personal, Social and Emotional Development Building Relationships Work and play cooperatively and take turns with others Shows sensitivity to their own and others' needs Self-Regulation Give focused attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions Managing Self

Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including going to the toilet	Managing Self Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including going to the toilet	Managing Self Manage their own basic hygiene and personal needs, including going to the toilet and understanding the importance of healthy food choices	involving several ideas or actions Managing Self Know and talk about the difference factors that support their overall health and wellbeing: Regular physical activity Healthy eating Toothbrushing Sensible amounts of screen time Having a good sleep routine Being a safe pedestrian Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	Managing Self Know and talk about the difference factors that support their overall health and wellbeing: Regular physical activity Healthy eating Toothbrushing Sensible amounts of screen time Having a good sleep routine Being a safe pedestrian Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	Know and talk about the difference factors that support their overall health and wellbeing: Regular physical activity Healthy eating Toothbrushing Sensible amounts of screen time Having a good sleep routine Being a safe pedestrian Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
Physical Development Gross Motor Skills Develop overall body strength, balance, co-ordination and agility Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Physical Development Gross Motor Skills Combines different movements with ease and fluency Negotiate space and obstacles safely, with consideration for themselves and others	Physical Development Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and co-ordination when playing	Physical Development Gross Motor Skills Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Demonstrate strength, balance and co-ordination when playing	Physical Development Gross Motor Skills Progress towards a more fluent style of moving, with developing control and grace Demonstrate strength, balance and co-ordination when playing	Physical Development Gross Motor Skills Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. Demonstrate strength, balance and co-ordination when playing

Fine Motor Skills Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases Use a range of small tools, including scissors, paintbrushes and cutlery	Fine Motor Skills Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases Use a range of small tools, including scissors, paintbrushes and cutlery	Fine Motor Skills Develop the foundations of a handwriting style which is fast, accurate and efficient Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases Use a range of small tools, including scissors, paintbrushes and cutlery	Fine Motor Skills Develop the foundations of a handwriting style which is fast, accurate and efficient Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases Begin to show accuracy and care when drawing	Fine Motor Skills Develop the foundations of a handwriting style which is fast, accurate and efficient Begin to show accuracy and care when drawing	Fine Motor Skills Develop the foundations of a handwriting style which is fast, accurate and efficient Begin to show accuracy and care when drawing
Understanding the World Past & Present Talks about members of their immediate family and community Talk about the lives of the people around them and their roles in society People, Culture & Communities Names and describes people who are familiar to them	Understanding the World Past & Present Comment on images of familiar situations in the past Recognise that people have different beliefs and celebrate special times in different ways People, Culture & Communities Understand that that some places are special to members of their community	Understanding the World Past & Present Compare and contrast characters from stories, including figures from the past Understand the past through events encountered in books read in class. People, Culture & Communities Draw information from a simple map	Understanding the World Past & Present Understand the past through events encountered in books read in class. People, Culture & Communities Describe their immediate environment using knowledge from observation, discussion	Understanding the World Past & Present Talk about the lives of the people around them and their roles in society People, Culture & Communities Describe their immediate environment using knowledge from observation, discussion	Understanding the World Past & Present Name and describe people who are familiar to them Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class People, Culture & Communities Describe their immediate environment using knowledge from

Describe their immediate environment using knowledge from observation, discussion stories, non-fiction texts and maps The Natural World Explores the natural world around them Understand some important processes and changes in the natural world around them including seasons	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 The Natural World Describes what they hear, see and feel outside Understand some important processes and changes in the natural world around them including seasons	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 The Natural World 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.	stories, non-fiction texts and maps The Natural World Explores the natural world around them Explores the natural world around them, making observations and drawing pictures of animals and plants	stories, non-fiction texts and maps The Natural World Begins to show respect and care for the natural environment Understands the key features of a plant and an animal Explores the natural world around them, making observations and drawing pictures of animals and plants	observation, discussion stories, non-fiction texts and maps The Natural World 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.
Communication and Language Listening, Attention and Understanding Engages in story time Describes events in some detail Listens attentively and responds to what they hear with relevant questions Speaking	Communication and Language Listening, Attention and Understanding Learns rhymes, poems and songs Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Communication and Language Listening, Attention and Understanding Listens to and talks about stories to build familiarity and understanding Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class	Communication and Language Listening, Attention and Understanding Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listens attentively and responds to what they hear with relevant questions, comments and actions	Communication and Language Listening, Attention and Understanding Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Speaking	Communication and Language Listening, Attention and Understanding Connects one idea or action to another using a range of connectives Holds conversation when engaged in back-and-forth exchanges with their teachers and peers Speaking

Learns new vocabulary and uses new vocabulary Participate in small group, class and one to one discussions	Speaking Asks questions to find out more and to check they understand what has been said to them Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. Learns new vocabulary and uses new vocabulary	discussions and small group interactions. Speaking Offer explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Learns new vocabulary and uses new vocabulary	when being read to and during whole class discussions and small group interactions. Speaking Articulate their ideas and thoughts in well-formed sentences 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 Learns new vocabulary and uses new vocabulary	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 Learns new vocabulary and uses new vocabulary	Develops social phrases Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.
Expressive Arts & Design Creating With Materials Creates collaboratively, sharing ideas, resources and skills Explore, use and refine a variety of artistic effects to express their ideas and feelings	Expressive Arts & Design Creating With Materials Creates collaboratively, sharing ideas, resources and skills Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function	Expressive Arts & Design Creating With Materials Creates collaboratively, sharing ideas, resources and skills Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function	Expressive Arts & Design Creating With Materials Creates collaboratively, sharing ideas, resources and skills Make use of props and materials when role playing characters in narratives and stories	Expressive Arts & Design Creating With Materials Creates collaboratively, sharing ideas, resources and skills Return to and build on their previous learning, refining ideas and developing their ability to represent them	Expressive Arts & Design Creating With Materials Creates collaboratively, sharing ideas, resources and skills Return to and build on their previous learning, refining ideas and developing their ability to represent them

Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function Being Imaginative and Expressive Develop storylines in their pretend play Sing a range of well-known nursery rhymes and songs.	Make use of props and materials when role playing characters in narratives and stories Being Imaginative and Expressive Sing in a group or on their own, increasingly matching the pitch and following the melody. Watch and talk about dance and performance art, expressing their feelings and responses. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music	Make use of props and materials when role playing characters in narratives and stories Being Imaginative and Expressive Listen attentively, move to and talk about music, expressing their feelings and responses. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music	Share their creations, explaining the process they have used Being Imaginative and Expressive Explore and engage in music making and dance, performing solo or in groups Sing a range of well-known nursery rhymes and songs. Invent, adapt and recount narratives and stories with peers and their teacher	Share their creations, explaining the process they have used Being Imaginative and Expressive Develop storylines in their pretend play Invent, adapt and recount narratives and stories with peers and their teacher	Share their creations, explaining the process they have used Being Imaginative and Expressive Listen attentively, move to and talk about music, expressing their feelings and responses. Invent, adapt and recount narratives and stories with peers and their teacher
Literacy Comprehension Anticipate - where appropriate – key events in stories Word Reading Reads individual letters by saying the sounds for them	Literacy Comprehension Anticipate - where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and	Literacy Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading	Literacy Comprehension Re-reads books to build up confidence in word reading, their fluency and their understanding and enjoyment Demonstrate understanding of what has been read to them by	Literacy Comprehension Re-reads books to build up confidence in word reading, their fluency and their understanding and enjoyment Demonstrate understanding of what has been read to them by	Literacy Comprehension Re-reads books to build up confidence in word reading, their fluency and their understanding and enjoyment Demonstrate understanding of what has been read to them by

Read some letter groups that each represent one sound and say sounds for them Say a sound for each letter in the alphabet and at least ten diagraphs Writing Developing our 'Ready to Write Routines' Comfortably hold pencil and begin to develop tripod grip Regular mark making Teaching letter formation through phonics (SATPIN)	poems and during role-play. Word Reading Reads individual letters by saying the sounds for them Read some letter groups that each represent one sound and say sounds for them Say a sound for each letter in the alphabet and at least ten diagraphs Read words consistent with their phonic knowledge by sound-blending Writing Segment to spell words by identifying the sounds and then writing the sound with letter/s (phonics aligned) Display tripod grip when mark making Consistently display 'Ready to Write Routine'	Reads a few common exception words matched to the school's phonics programme Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters Orally rehearse a simple sentence from dictated. Writing simple sentence from dictation (initial letter sounds) Recognise some of the common exception words we have been exposed to	retelling stories and narratives using their own words and recently introduced vocabulary Word Reading Reads simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (rec) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Writing Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Writes simple phrases and sentences that can be read by others	retelling stories and narratives using their own words and recently introduced vocabulary Word Reading Reads simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (rec) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Writing Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Writes simple phrases and sentences that can be read by others	retelling stories and narratives using their own words and recently introduced vocabulary Word Reading Reads simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (rec) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) Writing Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Writes simple phrases and sentences that can be read by others
---	---	--	--	--	--

Mathematics Number Count objects, actions and sounds Count beyond ten Have a deep understanding of number to 10, including the composition of each number Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to ten in different contexts, recognising when one quantity is greater than/less than or the same as another quantity	Mathematics Number Link the number symbol (numeral) with its cardinal number value Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to ten in different contexts, recognising when one quantity is greater than/less than or the same as another quantity	Mathematics Number Compare numbers Have a deep understanding of number to 10, including the composition of each number Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to ten, including double facts Numerical Patterns Continue, copy and create repeating patterns Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to ten in different contexts, recognising when one	Mathematics Number Understand the 'one more than/less than' relationship between consecutive numbers Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to ten, including double facts Numerical Patterns Compare length, weight and capacity Explore and represent patterns within numbers up to ten, including evens and odds, double facts and how quantities can be distributed equally.	Mathematics Number Understand the 'one more than/less than' relationship between consecutive numbers Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to ten, including double facts Numerical Patterns Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can Explore and represent patterns within numbers up to ten, including evens and odds, double facts and how quantities can be distributed equally.	Mathematics Number Automatically recall number bonds from numbers 0-5 and some to 10 Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to ten, including double facts Numerical Patterns Select, rotate and manipulate shapes to develop spatial reasoning skills Explore and represent patterns within numbers up to ten, including evens and odds, double facts and how quantities can be distributed equally.

		quantity is greater than/less than or the same as another quantity			
SMSC Jigsaw Being Me in My World I understand how feel like I belong and how we are similar and different I can start to recognise and manage my own feelings I can work together with others and consider other peoples' feelings I understand why it is good to be kind and use gentle hands I am starting to understand children's rights and how we should be allowed to learn and play I am learning what responsible means	SMSC Jigsaw Celebrating Difference I can identify something I am good at and understand that everyone is good at different things I understand that being different makes us special I know we are all different but the same in some ways I can tell you why I think my home is special to me I can tell you how to be a kind friend I know which words to use to stand up for myself when someone says or does something unkind	SMSC Jigsaw Dreams and Goals I understand that if I preserve I can tackle challenges I can tell you about a time I didn't give up until I achieved my goal I can set a goal and work towards it I can use kind words and encourage people I understand the link between what I learn now and the jobs I might like to do when I'm older I can say how I feel when I achieve a goal and know what it means to feel proud	SMSC Jigsaw Healthy Me I need to exercise to keep my body healthy Moving and resting are good for my body Make healthy choices with food I understand why sleep is good for me I understand the importance of washing my hands I know who my safe adults are	SMSC Jigsaw Relationships Can identify some of the jobs I do in my family and now I feel like I belong I know how to make friends to stop myself feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend	SMSC Jigsaw Changing Me I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception

