Reception Curriculum Map
2026 - 2027

Firs Primary School Vision.

At Firs we value and appreciate our very diverse community and believe that every child has the potential to achieve academic success. Through our curriculum and school ethos we support each child to feel secure, supported and loved enabling them to achieve social and emotional wellbeing.

We are proud of all our children and endeavour to make them feel proud of themselves, their school and their cultural heritage, recognising their individuality, personal strengths and creativity.

As part of our Firsy Family we encourage positive attitudes, independence and high aspiration, ensuring every member of our family knows the value they can add to society.

Curriculum intent

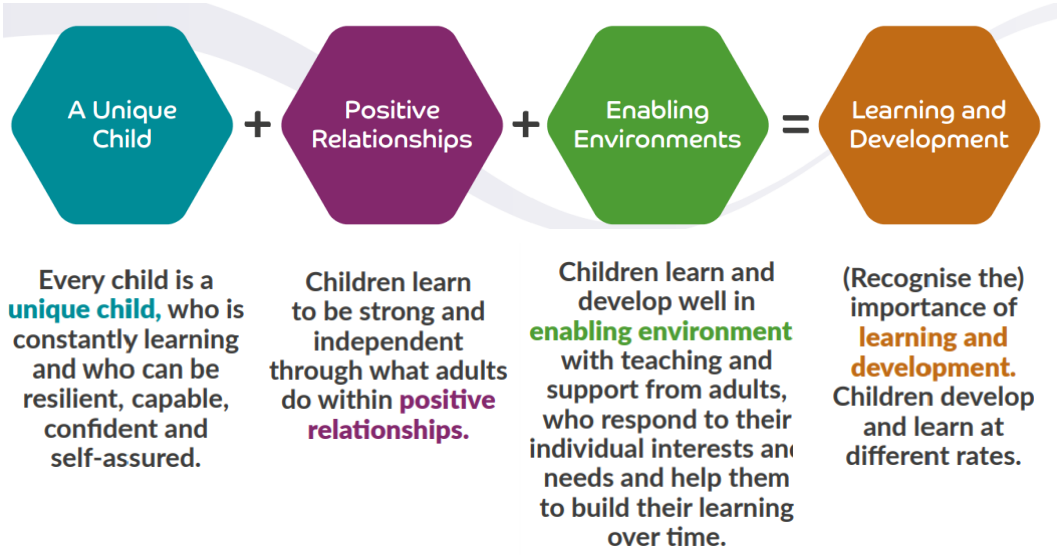
In our EYFS unit we intend for children to be ready, respectful and safe. Ready for the next stage in their learning journey. Ready to be challenged and to challenge themselves.

We teach children to be respectful of others and of the many wonderful differences that make each child unique.

We support children to feel safe through our positive relationships and our stimulating environment.

We aspire for all children to feel safe to explore, manage their own risks and to make safe choices.

We are determined for our children to be confident, independent and to believe in themselves.



In the EYFS, planning will be adjusted according to the interests and needs of the children. Throughout all learning, we will ensure activities and interactions support the **Characteristics of Learning:**

Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to 'have a go'

Active learning – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do

Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things.

Reception Long Term Plan 2026 - 2027

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LINES OF ENQUIRY NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	I WONDER HOW THE STORY WILL END? Starting school / getting to know my new class Fairytale stories Goodies and baddies Orally retelling stories Rhyme Past and present Similarities and differences		I WONDER WHAT HAPPENS WHEN I FALL ASLEEP? Night and day Sleep Nocturnal animals Habitats Jobs Space	I WONDER WHAT HAPPENS ON A FARM? Farm animals Crops Jobs on a farm Shops and supermarkets	I WONDER WHAT A MINIBEAST IS? Minibeasts The natural world Animals Plants Habitats	I WONDER WHAT A ROCK POOL IS? Rockpools Beaches Sun protection The natural world Postcards
POSSIBLE TEXTS AND STORIES FROM PIE CORBETT'S READING SPINE	Traditional fairytales to include; The Enormous Turnip, Three Billy Goats Gruff Triangle (MacBarnett) Not Now Bernard (David McKee) I'm Coming to Get you (Tony Ross) The Elephant and the Bad Baby (Elfrida Vipont) Each, Peach, Pear Plum (Allan Ahlberg and Janet Ahlberg) I Want my Hat Back (Jon Klassen)		How to Catch a Star (Oliver Jeffers) The Baby Who Wouldn't Go to Bed (Helen Cooper) A Dark, Dark Tale (Ruth Brown) Peace at Last (Jill Murphy) Goodnight Moon Whatever Next (Jill Murphy)	What the Ladybird Heard (Julia Donaldson) Little Green Donkey (Anuska Allepuz) The Pig in the Pond (Martin Waddel) Oh Where, Oh Where is Rosie's Chick? (Pat Hutchins)	I love Bugs (Emma Dodd) The Bad Tempered Ladybird (Eric Carle) Tad (Benji Davies) The Very Hungry Caterpillar (Eric Carle) Grumpy Frog (Ed vere)	Billy's bucket (Kes Gray) Where's the Starfish? (Barroux) Lucy and Tom at the Seaside (Shirley Hughes) The Storm Whale (Benji Davies)
ENRICHMENT OPPORTUNITIES / KEY EVENTS	European Day of Languages Harvest Time Halloween	Bonfire Night Christmas Diwali Hannukah Black History Month Remembrance day Road Safety Children in Need Anti- Bullying Week	Lunar New Year Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day VR experience	Pancake Day Easter Mother's Day Science Week World Book Day Farm school trip	Start of Ramadan Eid	Gypsy Roma Month Father's Day Heathy Eating Week World Environment Day

Reception Long Term Plan 2026 - 2027

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	I WONDER HOW THE STORY WILL END?		I WONDER WHAT HAPPENS WHEN I FALL ASLEEP?	I WONDER WHAT HAPPENS ON A FARM?	I WONDER WHAT A MINIBEAST IS?	I WONDER WHAT A ROCK POOL IS?
OUR BRITISH VALUES ASSEMBLIES PSHE CIRCLE TIMES PICTURE NEWS We will 'dip in and out of each area' each term as and when we need to.	**Rule of law** We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions.	**Mutual respect** We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated. We must work together as a team when it is necessary.	**Mutual** **Tolerance** Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	**Individual liberty** We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	**Democracy** We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	**Recap all British Values** Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
SUMMATIVE ASSESSMENT OPPORTUNITIES	Analyse Nursery Data In-house - Baseline data on entry National Baseline data by end of half term Baseline analysis Phonics assessments Purple book baseline assessment	End of term data and analysis DD meetings EYFS team meetings In house moderation DDAT moderation	GLD Projections for EOY EYFS team meetings Phase meeting and internal moderations	End of term data and analysis DD meetings EYFS team meetings	DDAT moderation EYFS team meetings	End of year data and analysis DD meetings EYFS team meetings EOY data
PARENTAL INVOLVEMENT	Wow moments Class Dojo story updates Parental engagement afternoon	Wow moments Phonic parents workshop Parents Evening Class Dojo story updates	Wow moments Class Dojo story updates Parental engagement afternoon	Wow moments Parents Evening Parental engagement afternoon	Wow moments Class Dojo story updates Parental engagement afternoon	Wow moments Parental engagement afternoon Summer report

Reception Curriculum Map 2026 – 2027
Communication and Language

Firs Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Developing Communication for learning (Building confidence, routines and vocabulary.)		**Using language to learn** (Storytelling, discussion and explanation.)		**Communicating independently and purposefully** (Reasoning, presenting and preparing for Year 1)	
Curriculum	• Attentive listening in whole-class and group learning • Classroom routines and purposeful talk • Developing discussion and oracy skills • Story language and oral retelling • Rhymes, poems and performance	• Ambitious vocabulary development • Questioning to deepen understanding • Independent story retelling • Increasingly complex instructions • Precise descriptive language	• Storytelling • Sequencing events • Poems and rhymes • Discussion and prediction • Introducing non-fiction language	• Explaining ideas • Speaking in role • Reasoning and problem solving • Discussion • Language for learning	• Using ambitious vocabulary • Information texts • Presenting ideas • Observation and explanation • Discussion and recall	• Speaking for different purposes • Reflecting on learning • Storytelling independently • Transition conversations • Communicating for different purposes
Core text	The Enormous Turnip	The 3 Billy Goats Gruff	How To Catch A Star	What The Ladybird Heard	I Love Bugs	Billy's Bucket
Golden threads	**Listening & Attention** - Listening carefully and responding appropriately. **Vocabulary Development** - Teaching and revisiting ambitious vocabulary. **Conversation & Oracy** - Speaking, listening and taking turns in conversation. **Storytelling** - Retelling, innovating and creating stories. **Questioning & Thinking** - Questioning, explaining, reasoning and making connections. **Communication Through Play** - Developing language through meaningful play. These golden threads are explicitly planned, modelled and revisited every day through high-quality interactions, stories, play and purposeful experience.					

By the end of Reception, every child will have experienced:

- A rich range of traditional tales, contemporary fiction, poetry and non-fiction.
- Daily opportunities to listen, speak and share ideas.
- Explicit teaching of ambitious vocabulary across the curriculum.
- Storytelling through Talk for Writing
- Purposeful conversations with adults and peers.
- Opportunities to perform, present and speak to others in a range of contexts

Reception Curriculum Map 2026 – 2027
Personal, Social and Emotional Development

Firs Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Strengthening belonging and understanding ourselves and others Relationships, emotions, routines and respect		**Developing responsibility and relationships** Safety, cooperation, choices and responsibility		Growing in independence and resilience Health, resilience, change and preparing for Year 1	
Curriculum	• Building relationships with adults and peers • Class routines and expectations • Friendship • Taking turns and sharing • Recognising, expressing and beginning to manage emotions.	• Celebrating similarities and differences • Appreciating diversity. • Kindness and inclusion • Respecting others • Families and communities • Respectful behaviour • Understanding unkind behaviour and bullying.	• Personal safety at home, school and in the community. • Trusted adults and asking for help • Medicines and harmful substances • Road, online and everyday personal safety. • Managing risk.	• Looking after our classroom and resources. Caring for our local and wider environment. • Rules and fairness • Responsibilities in school • Working together • Caring for others	• Physical health and wellbeing • Healthy eating • Exercise and keeping active • Looking after our bodies • Looking after our minds • Growth mindset • Perseverance and resilience	• How we grow and change • Changes since being a baby • Life cycles • Personal Hygiene • Keeping ourselves healthy as we grow • Managing change and preparing for Year 1.
Golden threads	**Relationships & Belonging** – Building positive relationships with adults and peers. **Emotional Literacy** – Recognising, naming and managing emotions. **Independence, Responsibility & Decision Making** – Making choices, following routines and taking responsibility. **Respect & Kindness** – Respecting ourselves, others and celebrating differences. **Safety & Wellbeing** – Keeping ourselves physically and emotionally safe. **Resilience & Confidence** – Persevering, taking risks and developing a positive attitude to learning. These golden threads are explicitly planned, modelled and revisited every day through positive relationships, high-quality interactions, play, routines, stories and real-life experiences.					

By the end of Reception, every child will have experienced:

- Daily opportunities to recognise, talk about and regulate emotions.
- A secure sense of belonging within the classroom and wider school community.
- Explicit teaching of kindness, respect, inclusion and celebrating differences.
- Regular opportunities to solve problems, negotiate and work collaboratively.
- Learning about keeping themselves healthy, safe and active.
- Opportunities to develop resilience, independence and confidence in preparation for Year 1

Reception Curriculum Map 2026 – 2027
Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Developing strength, control and coordination *(Developing strength, coordination and independence.)*		**Using movement with increasing control** *(Refining movement, developing precision and applying skills.)*		**Applying physical skills independently** Using increasingly fluent physical skills for healthy, active and independent learning.	
Curriculum	• Developing core strength and balance • Fundamental skills movements • Fine motor exploration • Developing pencil control • Self-care routines • Using equipment safely	• Hand strength, dexterity and control • Bilateral coordination • Supporting developing hand preference • Climbing and balancing • Independence in self-care • Moving safely in different spaces	• Letter formation • Ball skills • Dance and movement • Coordination and rhythm • Developing stamina. • Using tools with increasing control	• Fine motor precision • Cutting and joining • Movement with control • Coordination and agility • Healthy lifestyles • Managing risk during physical activity	• Developing pencil fluency and control • Precision and control • Athletics • Looking after our bodies • Healthy choices and wellbeing • Strength and endurance • Confidence and perseverance	• Applying fine motor skills • Applying gross motor skills • Team games • Independence in • physical tasks • Applying physical skills with increasing independence
PE focus	Fundamental movement	Gymnastics	Dance	Throwing and catching	Athletics	Striking and fielding
Golden threads	🟣 **Strength & Stability** – Developing core strength, balance and posture. 🟢 **Coordination & Control** – Refining gross and fine motor movements. 🔵 **Independence & Self-care** – Managing personal needs confidently. 🔴 **Healthy & Active Lifestyles** – Understanding how movement supports health and wellbeing. 🟡 **Precision & Fluency** – Developing increasing accuracy in fine motor tasks. 🟢 **Confidence & Resilience** – Trying new challenges and persevering when learning physical skills These golden threads are explicitly planned, modelled and revisited every day through continuous provision, outdoor learning, PE, fine motor activities, self-care routines and active play.					

By the end of Reception, every child will have experienced:

- Daily opportunities to develop gross and fine motor control.
- Explicit teaching and modelling of effective pencil grip, letter formation and tool use
- Regular opportunities to balance, climb, throw, catch, kick, jump and travel in different ways.
- Daily opportunities to develop independence in dressing, toileting and personal care.
- A range of experiences that promote healthy, active lifestyles and physical wellbeing.
- Opportunities to develop confidence, resilience and enjoyment through movement and active play.

Reception Curriculum Map 2026 – 2027
Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Developing strength, control and coordination *(Developing strength, coordination and independence.)*		**Using movement with increasing control** *(Refining movement, developing precision and applying skills.)*		**Applying physical skills independently** Using increasingly fluent physical skills for healthy, active and independent learning.	
Curriculum	• Developing core strength and balance • Fundamental skills movements • Fine motor exploration • Developing pencil control • Self-care routines • Using equipment safely	• Hand strength, dexterity and control • Bilateral coordination • Supporting developing hand preference • Climbing and balancing • Independence in self-care • Moving safely in different spaces	• Letter formation • Ball skills • Dance and movement • Coordination and rhythm • Developing stamina. • Using tools with increasing control	• Fine motor precision • Cutting and joining • Movement with control • Coordination and agility • Healthy lifestyles • Managing risk during physical activity	• Developing pencil fluency and control • Precision and control • Athletics • Looking after our bodies • Healthy choices and wellbeing • Strength and endurance • Confidence and perseverance	• Applying fine motor skills • Applying gross motor skills • Team games • Independence in • physical tasks • Applying physical skills with increasing independence
PE focus	Fundamental movement	Gymnastics	Dance	Throwing and catching	Athletics	Striking and fielding
Golden threads	**Strength & Stability** – Developing core strength, balance and posture. **Coordination & Control** – Refining gross and fine motor movements. **Independence & Self-care** – Managing personal needs confidently. **Healthy & Active Lifestyles** – Understanding how movement supports health and wellbeing. **Precision & Fluency** – Developing increasing accuracy in fine motor tasks. **Confidence & Resilience** – Trying new challenges and persevering when learning physical skills These golden threads are explicitly planned, modelled and revisited every day through continuous provision, outdoor learning, PE, fine motor activities, self-care routines and active play.					

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Reception Curriculum Map 2026 – 2027
Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Developing strength, control and coordination *(Developing strength, coordination and independence.)*		**Using movement with increasing control** *(Refining movement, developing precision and applying skills.)*		**Applying physical skills independently** Using increasingly fluent physical skills for healthy, active and independent learning.	
Curriculum	• Developing core strength and balance • Fundamental skills movements • Fine motor exploration • Developing pencil control • Self-care routines • Using equipment safely	• Hand strength, dexterity and control • Bilateral coordination • Supporting developing hand preference • Climbing and balancing • Independence in self-care • Moving safely in different spaces	• Letter formation • Ball skills • Dance and movement • Coordination and rhythm • Developing stamina. • Using tools with increasing control	• Fine motor precision • Cutting and joining • Movement with control • Coordination and agility • Healthy lifestyles • Managing risk during physical activity	• Developing pencil fluency and control • Precision and control • Athletics • Looking after our bodies • Healthy choices and wellbeing • Strength and endurance • Confidence and perseverance	• Applying fine motor skills • Applying gross motor skills • Team games • Independence in • physical tasks • Applying physical skills with increasing independence
PE focus	Fundamental movement	Gymnastics	Dance	Throwing and catching	Athletics	Striking and fielding
Golden threads	**Strength & Stability** – Developing core strength, balance and posture. **Coordination & Control** – Refining gross and fine motor movements. **Independence & Self-care** – Managing personal needs confidently. **Healthy & Active Lifestyles** – Understanding how movement supports health and wellbeing. **Precision & Fluency** – Developing increasing accuracy in fine motor tasks. **Confidence & Resilience** – Trying new challenges and persevering when learning physical skills These golden threads are explicitly planned, modelled and revisited every day through continuous provision, outdoor learning, PE, fine motor activities, self-care routines and active play.					

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Reception Curriculum Map 2026 – 2027
Understanding the world

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Developing strength, control and coordination *(Developing strength, coordination and independence.)*		**Using movement with increasing control** *(Refining movement, developing precision and applying skills.)*		**Applying physical skills independently** Using increasingly fluent physical skills for healthy, active and independent learning.	
Curriculum	• Developing core strength and balance • Fundamental skills movements • Fine motor exploration • Developing pencil control • Self-care routines • Using equipment safely	• Hand strength, dexterity and control • Bilateral coordination • Supporting developing hand preference • Climbing and balancing • Independence in self-care • Moving safely in different spaces	• Letter formation • Ball skills • Dance and movement • Coordination and rhythm • Developing stamina. • Using tools with increasing control	• Fine motor precision • Cutting and joining • Movement with control • Coordination and agility • Healthy lifestyles • Managing risk during physical activity	• Developing pencil fluency and control • Precision and control • Athletics • Looking after our bodies • Healthy choices and wellbeing • Strength and endurance • Confidence and perseverance	• Applying fine motor skills • Applying gross motor skills • Team games • Independence in • physical tasks • Applying physical skills with increasing independence
PE focus	Fundamental movement	Gymnastics	Dance	Throwing and catching	Athletics	Striking and fielding
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Reception Curriculum Map 2026 – 2027
Expressive arts and design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Developing strength, control and coordination *(Developing strength, coordination and independence.)*		**Using movement with increasing control** *(Refining movement, developing precision and applying skills.)*		**Applying physical skills independently** Using increasingly fluent physical skills for healthy, active and independent learning.	
Curriculum	• Developing core strength and balance • Fundamental skills movements • Fine motor exploration • Developing pencil control • Self-care routines • Using equipment safely	• Hand strength, dexterity and control • Bilateral coordination • Supporting developing hand preference • Climbing and balancing • Independence in self-care • Moving safely in different spaces	• Letter formation • Ball skills • Dance and movement • Coordination and rhythm • Developing stamina. • Using tools with increasing control	• Fine motor precision • Cutting and joining • Movement with control • Coordination and agility • Healthy lifestyles • Managing risk during physical activity	• Developing pencil fluency and control • Precision and control • Athletics • Looking after our bodies • Healthy choices and wellbeing • Strength and endurance • Confidence and perseverance	• Applying fine motor skills • Applying gross motor skills • Team games • Independence in • physical tasks • Applying physical skills with increasing independence
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