

Literacy
Comprehension
Word Reading
Writing

To engage in story times, joining in with repeated phrases and actions.
To begin to answer questions about the stories read to them.
To use pictures to tell stories.
To sequence familiar stories.
To independently look at a book, holding them the correct way and turning the pages.
To enjoy an increasing range of books including fiction, non-fiction, stories and rhymes.
To hear and say rhyming words.
To categorise words that begin with the same sound.
To read single phonemes (Set 1 sounds).
To recognise tricky words 'the', 'I'.
To give meanings to the marks they make.
To read, copy and write their name.
To use the correct letter formation of taught letters.
To write initial sounds.
To begin to write CVC words using taught sounds.



Curriculum Map
Autumn Term 2025
Reception

Mathematics
Number
Numerical Patterns

To recognise numbers 1-3.
To begin to subitise to 3.
To find one more and one less of numbers to 3.
To explore the composition of 2 and 3.
To recognise numbers 1-5.
To begin to subitise to 5.
To find one more and one less of numbers to 5.
To explore the composition of 4 and 5.
To say which group has more and less.
To compare quantities to 3.
To count to 5.
To compare quantities to 5.
To compare equal and unequal groups.
To count to 10
To match and sort objects in a variety of ways.
To compare capacity, length, height, size.
To finish a repeating pattern of 2 objects or colours.
To recognise and name 2D shapes.
To order the days of the week.

Communication and Language

Listening, Attention and Understanding
Speaking

To understand how to listen carefully and why listening is important.
To be able to follow directions.
To enjoy and engage with stories, joining in with repeated phrases and actions.
To learn rhymes, poems and songs.
To use language to imagine and play.
To talk to adults and as part of a group.
To respond to instructions with more than one step.
To learn new vocabulary and use it throughout the day.
To answer questions in front of the whole class.
To begin to understand how and why questions.

Physical Development

Gross Motor Skills
Fine Motor Skills

To move safely in a space.
To follow a path and take turns.
To work co-operatively with a partner.
To use a dominant hand.
To use tweezers to transfer objects.
To use large pegs
To thread large beads.
To hold a knife, fork and spoon correctly.
To use a knife to cut food.
To begin to hold scissors correctly and cut along a straight line.
To hold scissors correctly and cut along a straight and zigzagged line.
To mark make using different shapes.
To begin to use anticlockwise movement and retrace vertical lines.
To begin to form recognisable letters.
To accurately draw lines, circles and shapes to draw pictures.

Personal, Social and Emotional Development

Self-Regulation
Managing Self
Building Relationships

To recognise different emotions.
To understand how people show emotions.
To talk about how they are feeling.
To begin to consider the feelings of others.
To adapt behaviour to a range of situations.
To develop confidence to try new activities.
To focus during whole class activities.
To follow one-step instructions.
To play with children who are playing with the same activity.
To begin to develop friendships.
To have positive relationships with all familiar staff.
To gain confidence to speak to adults and peers.
To seek support of adults when needed.
To develop class rules and understand the need to have rules.
To wash hands independently.
To use the toilet independently.
To put coat, fleeces, socks and shoes on independently.
To explore different areas within the school environment.

Understanding of the World

Past and Present,
People, Culture and Communities
The Natural World

To know about my own life-story.
To know how I have changed.
To know about figures from the past.
To know similarities and differences between things in the past and now.
To know about family structures and talk about who is part of their family.
To identify similarities and differences between themselves and their peers.
To know the name of the school and the local area.
To know that different people speak different languages.
To talk about how people have different faiths and celebrations.
To talk about the Christmas story and how it is celebrated.
To ask questions about the natural environment.
To respect and care for the natural environment.
To know and recognise the signs of Autumn.
To show an interest in technological toys and learn about e-safety.

Expressive Arts and Design

Creating with Materials
Being Imaginative and Expressive

To explore a range of creative materials and combine them.
To begin experimenting with colour and texture through free exploration.
To know how to operate simple equipment and use tools with support.
To create simple representations of people or objects.
To use creative resources during small world and role play.
To begin talking about their creations using simple language.
To join in with and sing familiar nursery rhymes and action songs.
To listen to and engage with stories and songs.
To begin expressing ideas through pretend play and story-based small world.

P.E.

To balance on different body parts and levels with control.
To run safely, stop quickly, and change direction on signal.
To jump, hop, and land with soft knees and balance.
To explore travelling in different ways using a range of equipment and obstacles.
To follow simple rules and work cooperatively with a partner or small group.

Art

To explore colour and media for mark making.
To explore printing, texture and collage.
To explore warm and cool colours.
To experiment with simple painting techniques – 'Beautiful Fruit'.
To use shape for collage.
To explore Splash art.
To create Remembrance and festive artwork.

Ways to support your son at home:

To read to your son daily to support his comprehension, vocabulary and imagination.
To listen to your son read each night to build confidence and fluency.
To practise correct letter and number formation and holding a pencil with a comfortable grip.
To spot letters, numbers, and words in everyday environments.
To practise counting through daily activities.
To encourage independence in tasks like dressing.

Thank you for your continued support!

Spanish

To understand that Spanish is spoken in Spain (and some other countries).
To learn greetings.
To follow class instructions.
To understand and respond to the question ¿Come te llamas?
To understand and respond to the question ¿Que tal?
To continue with greetings.
To learn numbers to 20.
To learn the numbers song in Spanish.
To learn about Christmas in Spain.

Music

To be able to copy back simple two pitch phrases.
To recognise changes in pitch.
To recognise changes in dynamics.
To recognise changes in tempo.
To be able to describe music.
To develop confidence in performing to an audience.