



Reception Curriculum Map Spring Term Year 2025-26

Literacy Comprehension Word Reading Writing

To act out stories.
To begin to predict what might happen in the story.
To suggest how the story might end.
To show a good understanding of story structure.
To retell a story.
To make up a simple story using vocabulary learnt.
To read books with a range of CVC words and simple common exception words, showing understanding of what has been read.
To follow a story without pictures or props.
To talk about the characters in the books they are reading
To practise forming lower case letters correctly.
To begin to write sentences using finger spaces.
To understand that sentences start with a capital letter and end with a full stop.
To segment and blend sounds to spell a range of words.
To spell words using consonant and vowel digraphs (set 2).
To spell some tricky words correctly.

Mathematics Number Numerical Patterns

To explore the composition of numbers to 10.
To practise number bonds to 10.
To find one more and one less of a given number.
To apply subitising skills.
To begin to understand the difference between odd and even numbers.
To combine two groups of objects for addition.
To count to 20.
To begin to recognise patterns in number.
To take away objects and count how many are left.
To find the missing numbers.
To use mathematical language to compare and talk about size and shape.
To order objects by height and length.
To begin to name and explore the properties 3D shapes.

Communication and Language

Listening, Attention and Understanding Speaking

To ask questions to find out more.
To begin to understand humour.
To understand a range of complex sentence structures.
To follow more complex instructions.
To switch attention from one task to another.
To retell a story.
To follow a story without pictures or props.
To develop the confidence to talk to adults they see on a daily basis.
To talk in sentences using conjunctions.
To enjoy being part of conversations and discussions.
To share their work to the class.
To use new vocabulary in different contexts.
To use talk in different ways in imaginative play to express ideas and thinking.

Physical Development

Gross Motor Skills Fine Motor Skills

To develop core stability and coordinate body.
To cross the midline using both upper and lower body.
To hold scissors correctly and cut out a circle.
To thread small beads.
To use small pegs.
To begin to use a tripod grip more consistently.
To form recognisable shapes and letters, most of which are correctly formed.
To use a range of tools safely and effectively.
To use anti-clockwise movements and retrace vertical lines.
To use zips and fastenings independently.

Personal, Social and Emotional Development

Self-Regulation Managing Self Building Relationships

To focus during longer whole-class lessons.
To respond to more complex instructions.
To consider the feelings and needs of others.
To label and talk about their own and others' emotions.
To begin to show resilience and perseverance in the face of challenge.
To develop independence for Welly Wednesday and choosing appropriate clothes.
To work as a pair or in a small group.
To use taught strategies to support turn taking.
To listen to the ideas of other boys and agree on a solution and a compromise.
To continue to develop friendships.

Understanding of the World

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

To talk about lives of people around us.
To talk about some significant historical events and how things were different in the past.
To talk about Chinese/ Lunar New Year.
To have a greater awareness of the wider world.
To know how Christians celebrate Easter (around the world).
To know and recognise the signs of Winter and Spring.
To know some important processes and changes in the natural world including states of matter.
To describe features of different plants and animals.
To make comparisons between their local environment and other places.

Expressive Arts and Design

Creating with Materials Being Imaginative and Expressive

To explore joining technique to achieve the desired effect.
To select one-handed tools most appropriate for the job.
To begin planning a creation before starting.
To describe how they have made something and what it is for.
To know how to mix colours to produce different shades and how to combine materials to create different textures.
To create simple narratives based on familiar stories.
To begin moving rhythmically and in time to music.
To play instruments with increasing control and follow a simple musical pattern.

P.E. Gymnastics

To confidently use a range of apparatus to travel, jump and balance.
To hold balances with improved control and stability.
To link a range of movements together smoothly.
To create and perform a simple sequence using different actions and pathways.

Art

To develop cutting, weaving and ruler use skills.
To explore simple line art.
To develop the use of mixed media artwork.
To explore the work of focus artists.
To create a printing design.
To create celebration themed artwork (Easter).

Ways to support your son at home:

2026 is the National Year of Reading

To set aside a short time each day (bedtime works well for many families) to read one or two books together.
To turn off distractions so you can give your son your full attention.
To make reading part of your daily routine so it becomes a special time you both look forward to.
To practise correct letter and number formation.
To continue to develop your son's independence, for example, dressing and feeding self.

Thank you for your continued support.

Spanish

To learn about 'El Dia de los Reyes Magos' which is celebrated in Spain.
To learn the names for some family members in Spanish.
To say how many brothers and sisters I have.
To learn the names of some colours.
To say the colours that I like using the phrase 'Me gusta...'
To learn about how Easter is celebrated in Spain.

Music

To be able to use different types of voice for different expression when singing.
To be able to maintain a steady tempo when singing and to be able to move to a steady pulse.
To be able to recognize changes in tempo and express whether these are slower or faster.
To be able to recognize changes in dynamics and express whether these are louder or quieter.