

Literacy
Comprehension
Word Reading
Writing

To understand what has been read by answering questions, retelling stories and making simple predictions.
To use and understand vocabulary from stories, non-fiction and discussions.
To retrieve simple information from books.
To say a sound for each letter and recognise digraphs.
To read words and simple sentences using phonic knowledge, including some common exception words.
To form lower case and capital letters correctly.
To spell words using phonics, including vowel digraphs and some common exception words.
To write simple sentences using capital letters, finger spaces and full stops.
To begin to write longer words with phonetically plausible spellings.
To read back and check writing to ensure it makes sense.
To create and write simple narratives.



Curriculum Map
Summer Term 2025-26
Reception

Mathematics
Number
Numerical Patterns

To recognise, order and count numbers to 20 and beyond.
To match numbers to quantities and subitise small amounts.
To understand the composition of numbers to 10 and explore numbers beyond 10 using tens and ones.
To recall number bonds to 5 and 10, including some double facts.
To add and subtract numbers within 10 and solve simple problems, including finding missing numbers.
To count in patterns (2s, 5s and 10s) and recognise the pattern of the number system.
To explore and represent patterns within numbers, including odd and even, doubles and halving.
To share quantities equally and solve simple grouping problems.
To measure and compare length, weight and capacity using appropriate vocabulary.
To order and sequence events in the day using time vocabulary (e.g. before, after, next).
To explore money through practical play experiences.
To name, describe and use 2D and 3D shapes to create patterns and models.

Personal, Social and Emotional Development

Self-Regulation
Managing Self
Building Relationships

To understand and manage their own feelings, using a range of strategies to regulate behaviour.
To follow instructions with several steps and maintain focus during whole class teaching.
To set simple goals, show a 'can do' attitude and reflect on progress.
To show independence in managing personal needs, including dressing and hygiene.
To understand the importance of healthy lifestyles, including dental hygiene and food choices.
To try new activities, showing resilience and perseverance.
To understand rules, know right from wrong and begin to resolve disagreements.
To work and play cooperatively, taking turns and working as part of a group.
To form positive relationships with peers and adults, including those less familiar.
To show sensitivity to the feelings of others and respond appropriately.

Understanding of the World
Past and Present,
People, Culture and Communities
The Natural World

To know about the past through stories, events and own experiences, and make simple comparisons with the present.
To talk about similarities and differences between people's lives and roles in society.
To recognise similarities and differences between families, communities and cultures.
To describe the immediate environment using maps, symbols and observations.
To know about key places in this country and others, and how people live differently around the world.
To understand similarities and differences between religious and cultural communities.
To explore the natural world safely, including Forest School.
To observe, describe and compare animals, plants, habitats and environments.
To recognise seasonal change, including the signs of summer, and understand basic life cycles.
To know how to care for the planet.
To use the internet safely (with supervision) to find information.

Expressive Arts and Design
Creating with Materials
Being Imaginative and Expressive

To safely explore and use a range of materials, tools and techniques, experimenting with colour, design, texture, form and function.
To plan, design and create, combining materials and joining lines and shapes to represent ideas and objects.
To use props and materials in role play and work collaboratively on creative projects.
To share, evaluate and adapt creations, explaining the process and persevering to improve.
To invent, adapt and recount narratives, acting out familiar experiences.
To sing and perform songs, rhymes, poems and stories with others and for an audience.
To respond to music through movement, showing rhythm, control and expression.

Communication and Language

Listening, Attention and Understanding
Speaking

To listen attentively and respond with relevant questions, comments and actions.
To understand and answer questions (who, what, where, when, why, how).
To follow instructions with several steps and engage in conversations with adults and peers.
To make comments and ask questions to clarify understanding.
To speak in full sentences using a range of tenses and appropriate vocabulary.
To link ideas and maintain a main theme when speaking.
To use talk to organise, sequence and explain thinking, ideas, feelings and events.
To contribute confidently to discussions and conversations.
To retell familiar stories and explain why things happen, making simple predictions.

Physical Development

Gross Motor Skills
Fine Motor Skills

To move safely and confidently with control, coordination and balance, negotiating space and equipment.
To demonstrate strength and coordination when running, jumping, climbing, dancing and playing games.
To copy, link and repeat movements, using rhythm and counting to stay in time with music.
To use props and equipment with control and explore movement creatively.
To hold a pencil effectively (using a tripod grip) to form recognisable letters with increasing size control.
To use a range of small tools safely and accurately (e.g. scissors, paintbrushes, simple tools).
To coordinate both hands when cutting and making, including cutting shapes with control.
To draw with increasing detail and control, representing simple features and forms.

P.E.

To develop the skills of running, throwing and jumping through athletics activities.
To practise activities linked to a summer Sports Day.

Art

To explore Aztec art and sculpture.
To create collaborative artwork.
To develop mixed media usage.
To develop collaging skills.
To explore seascapes.
To explore watercolour use and effects.

Ways to support your son at home:
2026 is the National Year of Reading

To read with your son every day and talk about the story to support understanding.
To practise correct letter and number formation.
To encourage independence, e.g. dressing and feeding himself.
To talk positively about the transition to Year 1 to build confidence.

Thank you for your continued support.

Spanish

To recap names of body parts.
To learn some actions- tocar (touch) levantar (raise) saltar (jump) sentarse (sit down).
To play 'Simon Says' in Spanish.
To practise the 'head, shoulders, knees and toes' song in Spanish.
To learn the days of the week.
To learn the months of the year.
To learn the names of the four seasons.
To begin to use the picture calendar to talk about today's date.

Music

To be able to use key terms to describe music.
To be able to copy simple rhythmic and melodic patterns.
To be able to respond to graphic notation by clapping the correct rhythm.
To be able to recognise the difference between high and low pitches.
To develop knowledge of the instruments of the orchestra.