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Punnetts Town Community Primary School and Nursery

Reception curriculum map overview 2026 – 2027

Cycle A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Possible general themes	**My Life Story** Starting school Who is in my family? My family tree My grandparents Where do I live? (community and familiar places) Being kind How have I changed?	**Festivals and celebration** Bonfire night Harvest Diwali Dia de los Muertos (day of the dead) Thanksgiving Yi Peng Colour mixing Fireworks (safety) How do different cultures celebrate? Lantern making Guy Fawkes	**Snow and Ice** What animals inhabit the Arctic and Antarctic? How are animals adapted to live in such a cold environment? Do people live in the Polar Regions? How are their lives similar and different to ours? What is global warming? Climate change David Attenborough	**Once upon a Time** Traditional Fairytales Do princesses need rescuing? Castles, knights, dragons Puppets Maps	**New life** Life cycles – plants and animals Spring to summer Seasons changing	**Growing** Growth mindset (linked to Beautiful Oops) Growing and planting How have we grown? How do we know?
Possible texts	Colour Monster Elmer Three Little Pigs	Little glow Binny's diwali	When Grandad Was a Penguin Lost and Found	Little red riding hood	Bloom Tad Pip and egg	The growing story Olivers vegetables Beautiful oops

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	The Sea Saw Peepo Peace at Last Aunt Amelia's House Grandma Bird The Growing Story Funnybones	The most exciting Eid Lets celebrate Harvest days	A Dot in the Snow The Journey Home The Bear (Raymond Briggs) Blue Penguin Polar Bear, Polar Bear, What do you Hear? Poles Apart	Jack and the beanstalk Goldilocks Three little pigs The gingerbread man Hansel and Gretel	The very hungry caterpillar It starts with a seed	Jack and the beanstalk Big book of blooms The little gardener
'Wow' moments	Grandparent tea/ Time capsule	Have our own class celebration	Frozen animals in balloons	Make our own gingerbread men	Caterpillars into butterflies	Planting sunflowers
Communication and language *Daily story time to emerge children in books rich in vocabulary and to give children opportunities for children to discuss and question the book.*	Circle games and rich variety of stories, rhymes, songs to develop listening skills Engage in story times - listen to stories and talk about them; begin to retell familiar stories Maintain attention in whole class/groups Talk about ourselves and our families	Continuation of focus on developing listening skills Listen and maintain attention in familiar and new situations Engage in story times Retell stories orally, some as exact repetition and some in own words	Listen attentively in a range of situations; maintain attention during appropriate activity Engage in non-fiction books; listen to and talk about selected non-fiction to develop a deep familiarity with new vocabulary and knowledge Ask and answer how and why questions	Understand why listening is important; maintain attention in different contexts Two-channelled attention (listening and doing) Use talk to help work out problems and organise thinking, explaining how things work and why they might happen	Developing own narrative based on familiar stories Articulate thoughts in well-formed sentences, using connectives Use language to reason Listen and understand instructions while busy with another task	Discussion and debate – expressing opinions and clarifying thinking and ideas Listen and respond with relevant questions, comments or actions Attend to others in play. Using talk to communicate ideas, make a plan and reach a goal

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	Introduce/use school vocab; developing social phrases 1-step instructions Role play with adult support and modelling; use talk to organise play	Start conversation with peers and familiar adults and continue for many turns Listen carefully and ask questions to find out more Learn a poem Engage in non-fiction books and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to use past tense and to recount past events; Describe events in detail using time connectives	Consider the listener and take turns - participate in discussions and listen to others' responses Invent own stories (oral) Use talk to organise play Follow 2-part instructions Begin to use talk to help work out problems, organise thinking	Ask questions to find out more and check understanding Participate in small group, class and one-to-one discussions, offering own ideas and using recently introduced vocabulary Begin to connect one idea or action to another using a range of connectives Describe events in some detail Learning a poem and using newly introduced vocabulary as basis of own poem	Understand how, why, where questions Describe events in some detail Express ideas about feelings and experiences Learn and apply new vocabulary throughout the day and in different contexts	Express ideas and feelings using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support Retell stories (once developed a deep familiarity with the text); some as exact repetition, some in own words Learn and apply new vocabulary throughout the day and in different contexts
Possible storytime texts	Starting School What Makes Me a Me?	Lunar new year around the world Supertato carnival	Cuddly Dudley Snowballs Snowflakes	Goldilocks The gruffalo Gingerbread man		Books to support transition to Y1

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(to include PSED; diversity; Understanding the World)	Only One You Family and Me Who's in my Family? When I Grow Up The Growing Story Once There Were Giants Head to Toe Burglar Bill Lunchtime Peace at Last Be More Bernard Ravi's Roar All Are Welcome My Granny Went to Market When I Was a Child When Grandad Was a Penguin Tiny Perfect Things	Mog's birthday	The Snowflake Mistake Non-fiction books about the polar regions and animals And Tango Makes Three Penguin Small	Little red riding hood Three little pigs Three little wolves and the big bad pig		Books to support growth mindset: Almost Anything Bears Don't Read After The Fall The Magical Yet
Personal, social and emotional development	**Settling into school/making friends** Class and school rules and behaviour expectations	**Staying safe** Building self-confidence and speaking in a small group	**Celebrating differences** Understanding and embracing differences Identify and moderate their own feelings	**Friendship focus** The feelings, needs and perspectives of others; what makes a good friend?	**Perseverance** Setting own goals and working to achieve them Expressing opinions and preferences	**Times of change** Celebrating our successes Perseverance and resilience: reviewing what we will work on

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	Getting to know each other – peer and adult relationships Talking about ourselves, likes and dislikes, worries Seeing ourselves as valuable individuals Recognising and identifying emotions; showing kindness Independently organise belongings in morning	Managing own hygiene and personal needs Continuing to build constructive and respectful relationships Independently choose where they would like to play Begin to take turns and share resources Show sensitivity to the needs of others Begin to work cooperatively, taking turns and listening to peers See ourselves as valuable individuals Know and talk about the	socially and emotionally; controlling impulses Working cooperatively to achieve a goal; taking turns; listening to others' ideas Show pride in achievements Understand behavioural expectations of setting Explain right from wrong Seek others to share activities Begin to know that others think and respond in different ways Looking after the environment	Listening to others and exploring their points of view Problem solving and negotiation. Getting on and falling out Understanding importance of healthy food choices; Know and talk about factors that support health & wellbeing Following instructions with several parts; Giving focused attention Begin to show persistence Keep play going by cooperating, listening, speaking and explaining Know reasons for rules, understand/	Talk about own abilities positively Show resilience and perseverance in the face of challenge Developing confidence to try new activities Rule-based games – inventing own Talking to whole class group Show sensitivity to others' needs and feelings	Reflect on the work of others and self-evaluate own work Showing confidence in social situations – performing in front of other Adjusting behaviour; taking change of routine in our stride Seek out challenge and enjoy the process

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		different factors that support their overall health and wellbeing	Make choices and communicate needs	follow them; explain safety measures to others		
Physical Development	Fine motor					
	Daily fine motor activity – e.g. threading, peg boards, weaving, pouring, stirring Using cutlery Buttering toast Small world play Opportunities to draw/paint freely Teach and model letter formation Hold pencil beyond whole hand grasp Dough disco	Daily fine motor activity – as before, plus cutting, tracing, elastic bands, tweezers Using different sized paintbrushes Using tools to effect change to materials Opportunities to draw freely and structured Teach/model correct letter formation, pencil grip, cutlery use Dough disco	Daily fine motor activities – as before Junk modelling Opportunities to draw freely and in structured activities Begin to form letters correctly Hold pencil effectively with comfortable grip. Show dominant hand Dough disco	Fine motor carousel – activities as before Chopping Using clay Dressing dolls Handle tools, construction and malleable materials with control Begin to form letters correctly Hold pencil effectively with comfortable grip	Fine motor carousel – as before Spray bottles Wide range of small tools Scissor skills Form recognisable letters most correctly formed Hold pencil effectively using tripod grip	Fine motor carousel – as before Woodwork (tbc) Dot painting Form recognisable letters most correctly formed Hold pencil effectively using tripod grip
	Gross motor					
	Daily gross motor activity (dance)	Daily gross motor activity (dance)	Daily gross motor activity (dance)	Daily gross motor activity (dance)	Daily gross motor activity (dance)	Daily gross motor activity (dance)

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	Developing upper arm and shoulder strength in preparation for early writing (using mops and brooms; large arm movement exercises) Opportunities to crawl, climb, pull up, hang Different ways of moving and controlling our bodies Making shapes with our bodies Changing for PE Helping individual children to develop good personal hygiene	Yoga Obstacle courses Balance bikes and other wheeled equipment for children to balance, sit or ride on, or pull and push– developing overall body strength, co-ordination, balance and agility Making dinosaur dens and caves using large construction: lifting, carrying, pushing, pulling, constructing, stacking Ball skills: throwing and catching	Dancing - beginning to move in time with music Using large construction equipment confidently and safely: lifting, carrying, stacking Dance and moving to music. Developing balancing skills and moving with confidence -static and dynamic balances. Opportunities for children to, spin, rock, tilt, fall, slide and bounce	Dancing - progress towards a more fluent style of moving Team games that require coordination and cooperation – including parachute games Ball skills- aiming, dribbling, pushing, throwing & catching, patting, kicking Races/team games involving gross motor movements	Dancing - developing control and grace Obstacle activities -children moving over, under, through and around equipment Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Movement games Gymnastics/ balance: combine different movements with ease and fluency Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball Revise and refine the fundamental movement skills already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
PE	**Personal** Coordination: footwork	**Social**	**Cognitive** Dynamic balance: on a line	**Creative** Coordination: ball skills	**Physical**	**Health & Fitness** Agility: ball chasing

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	Static balance: one leg	Dynamic balance to agility: jumping and landing Static balance: seated	Static balance: stance	Counter balance: with a partner	Coordination: sending and receiving Agility: reaction/ response	Static balance: floor work
Literacy	Comprehension					
	Listen and enjoy sharing a range of books Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately and with care Know that text in English is read top to bottom and left to right Know the difference between text and illustrations Recognise some familiar words in	Experience and respond to different types of books, e.g. story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations Make simple inferences to answer yes/no questions about characters' emotions in a	Use picture clues to help read a simple text Make a simple prediction based on the pictures or text of a straightforward story that is read aloud Show understanding of some words and phrases in a story that is read aloud Express a preference for a book, song or rhyme, from a limited selection	Retell stories in the correct sequence, draw on language patterns of stories With prompting, show understanding of many common words and phrases in a story that is read aloud Suggest how an unfamiliar story read aloud might end Give a simple opinion on a book they have read, when prompted	Correctly sequence a story or event using pictures and/or captions Make simple, plausible suggestions about what will happen next in a book they are reading Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think…?' in a	Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary Recall the main points in text in the correct sequence, using own words and include new vocabulary When prompted, say whether they liked or disliked a book, and give a simple justification

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	print, e.g., own name or advertising logos Enjoy joining in with rhyme, songs and poems Explain in simple terms what is happening in a picture in a familiar story Complete a repeated refrain in a familiar rhyme, story or poem being read aloud	familiar picture book read aloud to them, with prompts Sequence two events from a familiar story, using puppets, pictures from book or role-play	Play is influenced by experience of books (small world, role play)	Recognise repetition of words or phrases in a short passage of text Play influenced by experience of books Innovate a well-known story with support	picture book that has been read to them, where answer is clearly signposted Innovate a known story Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations	or make a relevant comment With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud
	Word Reading					
	Hear general sound discrimination Be able to orally blend and segment Begin to read individual letters	Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound	Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound	Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter–	Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter–	Read all taught Common Exception words matched to the school's phonic programme Re-read what they have written to check that it makes sense

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	by saying the sounds for them Begin to blend sounds together to read words (VC,CVC)	correspondences Read a few common exception words matched to the school's phonic programme	correspondences Read a few common exception words matched to the school's phonic programme	sound correspondences and, where necessary, a few common exception words	sound correspondences and, where necessary, a few common exception words	
	Writing					
	Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.	**Emergent writing**: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.	**Emergent writing:** Use appropriate letters for initial sounds. **Composition**: Orally compose a sentence and hold it in memory before attempting to write it. **Spelling**: Spell to write VC and CVC words independently using Phase 2 graphemes.	**Emergent writing:** Build words using letter sounds in writing. **Composition**: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. **Spelling**: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3	**Emergent writing**: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. **Composition**: Write a simple sentence with a full stop. **Spelling**: Spell words by drawing on knowledge of	**Emergent writing**: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. **Composition**: Write a simple narrative in short sentences with known letter-sound

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	Composition: Use talk to organise describe events and experiences. **Spelling**: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. **Handwriting**: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles	**Composition**: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. **Spelling**: Orally spell VC and CVC words by identifying the sounds. Write own name. **Handwriting**: Form letters from their name correctly. Recognise that after a word there is a space.	**Handwriting**: Show a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. **Handwriting**: Holds a pencil effectively to form recognisable letters.	known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. **Handwriting**: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written. **Spelling**: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC words. Spell irregular common (tricky) words e.g., he, she, we, be, me independently.

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						Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
Phonics	Chapter 1 skills Chapter 2 set 1 - 4	Chapter 2 set 5 - 7	Chapter 2 Set 8	Chapter 3 Set 1 - 3	Chapter 3 Set 4 - 5	Consolidation and fluency
Mathematics	Number and Numerical Pattern					
	NCETM Number Blocks **NCETM Mastering Number:** Subitising and counting skills Composition of numbers within 5 Comparing sets of objects Using the language of comparison	**NCETM Number Blocks** **NCETM Mastering Number:** Subitising and counting skills Composition of numbers within 5 Comparing sets of objects Using the language of comparison	**NCETM Number Blocks** **NCETM Mastering Number:** Continue to develop subitising and counting skills Composition of numbers within and beyond 5 Identify when 2 sets are equal/unequal Connect 2 equal groups to doubles Connect quantities to numerals	**NCETM Number Blocks** **NCETM Mastering Number:** Continue to develop subitising and counting skills Composition of numbers within and beyond 5 Identify when 2 sets are equal/unequal Connect 2 equal groups to doubles Connect quantities to numerals	**NCETM Number Blocks** **NCETM Mastering Number:** Consolidate counting skills Counting to larger numbers Developing a wider range of counting strategies Secure knowledge of number facts	**NCETM Number Blocks** **NCETM Mastering Number:** Consolidate counting skills Counting to larger numbers Developing a wider range of counting strategies Secure knowledge of number facts
	Shape, Space and Measure					
	Comparing size, mass and capacity	Circles, triangles, squares	Comparing mass and capacity	Time	Manipulate, compose and	Visualise, build and map (pattern)

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	Simple patterns		Length, height	3D shape	decompose (shape)	
Understanding the world	Talk about members of immediate family and community Name and describe people who are familiar to us Draw similarities and make comparisons between own and other families Talk about places we have been with our family Begin to make sense of own life story and family history People who help us in our community	Draw information from a simple map to navigate around our class and school environment Understand the past through settings, characters and events encountered in books read in class and storytelling Know some similarities and differences between the natural world around them and contrasting environments, drawing on own experiences and what has been read in class	Recognise that people have different beliefs and celebrate at different times of year; Know some similarities and differences between different religious and cultural communities in this country Recognise that some environments are different from the one in which we live Recognise some similarities and differences between life in this country and life in other countries Describe immediate	Observational drawings of the natural world, including animals and plants Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps Recognise some similarities and differences between life in this country and life in other countries Recognise that some	What do plants need to grow? Know some similarities and differences between the natural world around them and contrasting environments, drawing on own experiences and what has been read in class Recycling and taking care of the world Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –	Talk about the differences between materials and changes we notice/ Explore collections of materials with similar and/or different properties Explore the natural world around them, making observations and drawing pictures of animals and plants Talk about the lives of people in the past

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	Show interest in different occupations Understand that some places are special to members of our community - church visit	Compare and contrast characters from stories, including figures from the past Show interest in different occupations Family traditions at Christmas Comment on images of familiar situations (Christmas) in the past	environment using knowledge from observation, discussion, stories, non-fiction texts, and maps Draw information from maps; Create own maps of a familiar place; Use Google Earth; Follow simple maps using Beebots Understand effects of changing seasons on the natural world around us; Understand some important processes and changes in the natural world around them, including seasons and changing states of matter	environments are different from the one in which we live Understand some important processes and changes in the natural world around them, including seasons and changing states of matter Different environments and habitats Observational drawings of the natural world, including animals and plants	when appropriate – maps Understand some important processes and changes in the natural world around them, including seasons and changing states of matter 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 Night and day	Show interest in different occupations Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

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			Different environments and habitats			
R.E	The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. RE in Dallington Class to be delivered in response to the needs, values and interests of the children. Focus on the familiar Christian stories and traditions such as Creation, Noah, Moses, Joseph, Birth of Jesus, Easter, Good Samaritan and Lost sheep.					
	Being Special (F4) Where do we belong?	Incarnation (UC-F2) Why do Christians perform Nativity plays? Diwali - Hinduism	Creation (UC-F1) Why is the word 'God' so important to Christians?	Salvation (UC-F3) Why do Christians put a cross in an Easter garden?	Stories told by Jesus (F6) Which stories are special and why?	Which places are special and why? (F5) Which places are special to me? Christianity, Islam, Judaism
Expressive arts and design	Explore range of media/materials & experiment with ways of combining them Begin to understand colour mixing techniques Create closed shapes with continuous lines & begin to use	Explore different materials freely, in order to develop own ideas about how to use them and what to make Join different materials and explore textures Take part in simple pretend play, using an object to represent	Develop own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Explore different materials and patterns in the environment. Investigate ways of creating different textures. Begin to develop complex storylines in their pretend play and when using small world equipment	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Develop complex storylines in their pretend play; Invent, adapt and recount narratives and stories with peers and teacher	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Evaluating own designs; share creation and explain process used Develop complex storylines in their

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	these shapes to represent objects Role play: home corner. Begin to develop simple storylines in pretend play Begin to develop simple stories using small world equipment Play instruments with increasing control Sing range of nursery rhymes & songs	something else even though not similar Begin to develop simple stories using small world equipment Sing a range of well-known nursery rhymes and songs Sing in group or on own, increasingly matching the pitch & following the melody	Explore and engage in music making and dance, performing solo or in groups Begin to develop complex storylines in their pretend play and when using small world equipment	Explore and engage in music making and dance, performing solo or in groups	Create collaboratively, sharing ideas, resources and skills Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music	pretend play; Make use of props & materials when role playing characters in narratives &stories Create collaboratively, sharing ideas, resources and skills Perform songs, rhymes, poems & stories with others & when appropriate try to move in time with music
Possible special events/visits/visitors	Grandparents Harvest Librarian Church visit	Diwali Bonfire Night Remembrance Christmas	Pancake Day Chinese New Year	Easter Mother's Day		Father's Day Sports Day

N.B.: Topics changed over the course of the year due to children's interests and levels of attainment. Dinosaurs were NOT covered and Art Through the Ages was very difficult to sustain beyond term 5.