



Festivals and Celebrations!



Reception Curriculum Map - Autumn 2 - 2025

Communication and Language:

Enjoy listening to longer stories and can remember much of what happens.

Use longer sentences (4 to 6 words) when talking to connect ideas.

Uses vocabulary focused on objects and people that are of particular importance.

Use a wider range of vocabulary e.g., celebrate, remember, party, fireworks, festive gathering, traditions, festivals, special.

Sing a large repertoire of songs.



Physical Development: Fine Motor

Attempts to use a tripod grip with some consistency.

Often chooses to draw, representing recognisable Objects or shapes in work.

Uses scissors to cut along curved lines, holding scissors in the correct position.

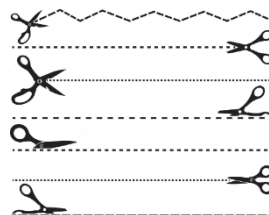
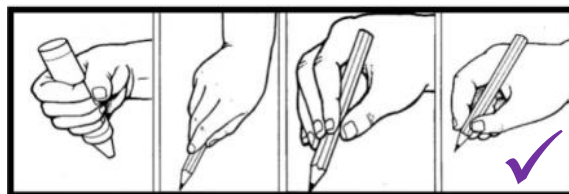
Is able to mould and shape clay with fingers and tools.

Gross Motor

Uses a range of ways to move appropriately, e.g. jumping, hopping, sliding.

Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.

•Uses large construction to build.



Personal, Social and Emotional Development:

Self-Regulation

To be aware of the boundaries set and behavioural expectations.

Adjust their behaviour to different situations and take changes of routine in their stride.

Understands that their actions affect other people, for example, if they hit their friends, they will be sad / if they do something kind for their friends it will make them feel happy.



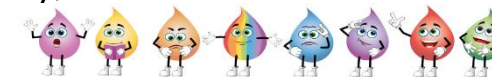
Managing Self

See themselves as a valuable individual.

Selects resources and activities independently and carries out appropriate safety measures without direct supervision.



To manage their own basic hygiene and personal needs successfully, including basic dressing and going to the toilet independently.



Building Relationships

Speak in a familiar group.

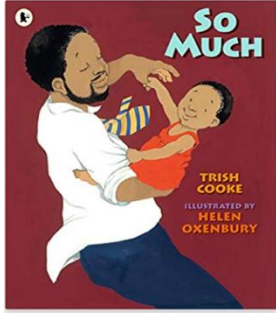
Build constructive and respectful relationships.

Learning to turn take and share fairly.

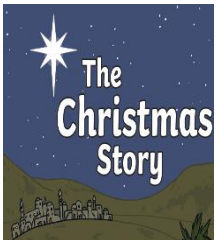
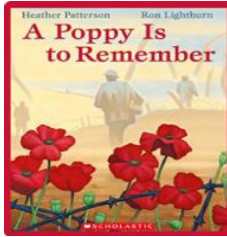
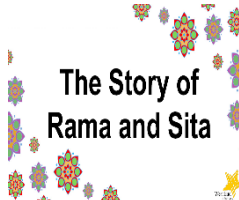


Express their feelings and consider the feelings of others.
Dilemma Drop: Yellow and the school tablet- sharing/ Online Safety

Literacy: Key Texts



Festivals and Celebrations Topic Texts



Writing:

To write their first name.



To write some graphemes/letters correctly.

Label items with key sounds.



To begin to write some **red** keywords e.g. 'I, the, my'.

Spell simple words by identifying the sounds and then writing the correct grapheme, for the sound e.g., cat.



Comprehension:

Listen to a story and make comments on the events.

Name the characters from a familiar story.

Spot and suggest rhymes.

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Ask questions to find out more and to check they understand what has been said to them.



Reading/Phonics - Set 1 sounds & Word Time 3, 4, 5, 6.

To recognise the sound of each letter/grapheme taught so far.

Hear and say the first sound in a word.

Recognise words with the same initial sound, such as 'm' for mountain and 'm' for mum.

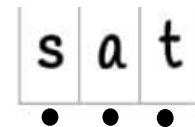
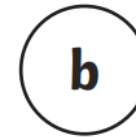
Read some letter groups that each represent one sound and say sounds for them.

Oral segmenting

This is when you split a word up into its individual sounds (s-a-t). We call this Fred talk.

Blending

This is when you blend the sounds together to say word (sat). We use the sound buttons to say each sound before blending.



Mathematics:

Talk About Measure and pattern

Explore, copy and continue simple patterns.

It's Me, 1, 2, 3!

Representing 1, 2 & 3.

Comparing 1, 2 & 3.

Composition of 1, 2 and 3.

Circles and triangles.

Identify, name and compare circles and triangles.

Describe the position of these shapes and other objects using positional language.

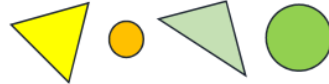
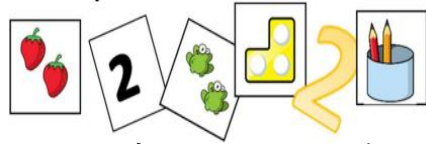
1, 2, 3, 4 5.

Recognise and represent numbers to 5.

Subitise numbers up to 5.

Find more or less than a given number up to 5.

Composition of numbers up to 5.



Expressive Arts and Design:

Respond to what they have heard, expressing their thoughts and feelings by playing, sharing and performing a wide variety of music and songs from different cultures and historical periods.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.



Understanding the World:

Past and Present - History

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Culture and Communities - RE and Geography

Communicates about special personal events - enjoys joining in with family customs and routines.

How do we celebrate birthdays and festivals?

Begin to know about own and other's cultures (linked to festivals).

That we are all different and also deserving of respect.



The Natural World - Science and Geography.

Explore the natural world around them.

Describe what they see, hear and feel whilst outside.

Understand the effect of changing seasons in the natural world around them.

Languages - Spanish:

Learning simple songs and phrases.

