Brinscall St John's CE/Methodist Primary School
Reception Curriculum Map 2026–2027

Statutory curriculum foundation

This curriculum map shows how Brinscall St John's brings the seven statutory EYFS educational programmes to life across the year. The educational programmes are our starting point; themes provide meaningful contexts through which children revisit and deepen knowledge, skills and vocabulary.

Educational Programmes → Brinscall half-termly curriculum → Teaching, interactions & provision → Assessment & next steps

PRIME AREAS	**Communication & Language**	**PSED**	**Physical Development**
SPECIFIC AREAS	**Literacy**	**Mathematics**	**Understanding the World / Expressive Arts & Design**

The full statutory wording for each educational programme is set out in the EYFS Progression of Skills document. The map below demonstrates where these programmes are deliberately enacted across the year; areas remain interconnected and are not taught as isolated subjects.

Curriculum area	Autumn 1 All About Me Value: Kindness	Autumn 2 Celebrations Value: Respect	Spring 1 Our World Value: Resilience	Spring 2 People Who Help Us Value: Courage	Summer 1 Growing and Changing Value: Friendship	Summer 2 Once Upon a Time Value: Forgiveness
Curriculum focus	Children learn about themselves, their families, their new school and the people around them. They explore what makes each person unique and begin to develop a sense of belonging to the Brinscall St John's community.	Children explore celebrations that are important to them and others. They learn that families and communities celebrate in different ways and encounter Christmas as a Christian celebration.	Children explore their local and wider world. They compare places and environments, use simple maps and stories, and begin to notice similarities and differences between life here and elsewhere.	Children learn about familiar people and community roles, including those who keep us safe and help us. They explore how jobs and everyday life can change over time.	Children investigate growth and change in themselves, plants, animals and the environment. They observe living things and seasonal change and learn about caring for themselves and others.	Traditional tales and story worlds provide a context for exploring past and present, settings, characters, materials and structures. Children revisit and connect learning from across the year.
Communication & Language – curriculum opportunities	Talk about family, home, feelings and starting school; listen to stories about belonging and difference; learn vocabulary linked to self, family and school.	Share experiences of birthdays and celebrations; retell familiar events and stories; discuss how and why people celebrate.	Use talk to describe places, weather, animals and environments; ask questions and explain observations from stories, maps and first-hand experiences.	Ask questions of visitors; explain what different helpers do and why their roles matter; use role play to rehearse new vocabulary and narratives.	Describe changes noticed in plants, animals and themselves; explain observations and make simple predictions using taught vocabulary.	Retell and adapt traditional tales; discuss characters, settings and events; explain ideas, predictions and alternative story endings.
Core texts						

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Literacy – reading, writing	Build enjoyment of books and book handling. Begin oral blending and Phase 2 GPCs. Use marks, initial sounds and early writing to communicate meaning.	Predict and orally retell familiar stories. Blend/read VC and CVC words using Phase 2. Write names and simple words for purposeful contexts such as cards and labels.	Discuss fiction and non-fiction linked to the world. Read Phase 3 and two-syllable words. Write labels and captions using phonic knowledge.	Sequence events and answer comprehension questions. Read simple sentences using taught phonics. Orally compose and write phrases/sentences for purposeful contexts.	Use new vocabulary from texts and first-hand experiences. Read Phase 4 adjacent consonants and sentences. Develop sentence writing, finger spaces and awareness of full stops.	Retell narratives and anticipate events. Read simple phonically matched books with increasing fluency. Write readable simple phrases/sentences and reread for sense.
Mathematics	Match, Sort and Compare; Measure and Patterns	It's Me, 1, 2, 3; Circles and Triangles; 1, 2, 3, 4, 5; Shapes with Four Sides	Alive in 5; Mass and Capacity; Growing 6, 7, 8; Length, Height and Time	Building 9 and 10; Explore 3D Shapes	To 20 and Beyond; How Many Now?; Manipulate, Compose and Decompose	Sharing and Grouping; Visualise, Build and Map; Make Connections
Fine motor / purposeful provision	Daily mark-making, name writing, collage, cutting, threading and self-care opportunities support hand strength, coordination and emerging pencil control.	Use tools and materials for celebration making, cards, decorations and creative work; strengthen hand-eye coordination and scissor control.	Drawing, painting, labelling and practical investigations provide repeated opportunities for controlled tool use and lower-case letter formation.	Construction and role-play contexts develop tool control, cutting, joining, drawing and writing for a purpose.	Detailed observational drawing, textiles and planting activities strengthen precision, dexterity and controlled letter/number formation.	Story-making, maps, models and detailed artwork provide opportunities to apply secure pencil grip, cutting and tool control independently.

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Past & Present / History	Explore immediate family and personal history. Talk about how they have changed since they were babies and the jobs familiar adults do.	Use photographs and personal experiences to compare now and the recent past, including birthdays and celebrations.	Talk about familiar people and changes in their lives. Explore community members and their roles.	Use images of familiar situations in the recent past. Consider how the lives and work of people around them have changed.	Use pictures, stories and artefacts to find out about the past. Compare past and present through familiar contexts.	Explore the past through settings, characters and events in stories. Make simple comparisons between 'then' and 'now'.
People, Culture & Communities / Geography	Explore the school and local area. Learn that people and families are unique and that people live in different places and countries.	Explore special places and ways that families and faith communities celebrate special times.	Use stories, pictures and simple maps to compare places. Explore features of this country and contrasting environments.	Learn about members of the local community and the places in which they work. Explore the wider world through stories and non-fiction.	Recognise that people have different beliefs and languages. Notice changes in the immediate and wider environment.	Use simple map symbols and discuss the immediate and wider environment. Compare aspects of life, culture and place in the UK and elsewhere.
The Natural World / Science	Explore the natural environment and notice signs of autumn. Investigate materials and simple changes, including colour mixing.	Observe seasonal effects and changes through cooking and materials. Explore simple forces such as push and pull.	Compare local and contrasting environments. Describe features of the environment and explore changes in materials.	Observe weather, seasons, plants and animals. Describe what can be seen, heard and felt outdoors and compare living things.	Observe plants and insects closely. Explore growth, life cycles and change through first-hand experiences.	Revisit seasonal change and compare local and contrasting environments. Consolidate learning about materials and changes in the natural world.
RE	All About Me: Why are we all different and special? Harvest: Why do Christians say thank you to God at Harvest time?	Christmas: How do Christians celebrate Jesus' birthday?	Jesus: Who are the special people in our lives? Bible Stories: Why did Jesus tell stories?	Easter: Why do Christians believe that Easter is all about love?	Places of Worship: Where do some people go to worship God?	Prayer: How do some people of faith talk to God?
World faith / worldview encounter	Progressive study: Christianity Encounter: non-religious worldviews	Progressive study: Christianity Encounter: non-religious worldviews	Progressive study: Christianity Encounter: non-religious worldviews	Progressive study: Christianity Encounter: Islam and non-religious worldviews	Progressive study: Christianity Encounter: Hindu Dharma and Islam	Progressive study: Christianity Encounter: Islam and Judaism
Art / Creating with Materials	Explore fabric, paper, paint and mark-making tools. Create artwork linked to self and things that are important to the child.	Use and join materials to create celebration artwork. Care for brushes/equipment and make choices about tools and techniques.	Mix primary colours and draw from imagination and observation. Explore how materials can be decorated and changed.	Layer materials, create new colours and use lines and simple shapes in drawings linked to people and places.	Mix colours to match observations and explore lighter/darker tones through artwork linked to growth and the natural world.	Use ready-mix, watercolour and powder paint; create texture and choose drawing approaches for different story-related effects.
Design & Technology	Food: design and make fruit-salad animals. Explore the properties and purposes of materials and use simple tools safely.	Create for a purpose linked to celebrations. Select joining methods including glue, tape and staples.	Design and make through continuous provision, selecting and combining materials for an intended purpose.	Build structures using card, tape and glue. Follow a simple idea, test it and improve the creation.	Textiles: create flower-themed bookmarks using fabric, joining and decoration.	Structures: design and make a castle or pirate ship through junk modelling, folding, joining and combining materials.
Music / Being Imaginative & Expressive	Music and Movement Creating simple actions to well known songs	Celebration Music Learning about music from a range of cultural and religious celebrations.	Musical Stories Moving to music using instructions and changing movements to match the tempo	Exploring Sound Exploring how to use our voice and bodies to make sounds	Transport Identifying and copying sounds produced by different vehicles using voices and instruments	Big Band Learning about what makes a musical instrument and how they are grouped.

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PE / Gross Motor	Fundamental Skills: Movement: body awareness, bending, stretching, rotating, safe movement and personal space.	Dance – Jungle: body shapes, speed, space and stopping safely.	Fundamental Skills: How to Catch a Star: directional movement and travelling safely over, under and through equipment.	Fundamental Skills – Superworm: control and balance through climbing, jumping, scrambling, travelling and swinging.	Fundamental Skills – Mini Beasts: develop control with small equipment through dropping, pushing, throwing, rolling, catching and kicking.	Fundamental Skills – Rosie's Walk: consolidate safe use of space, strength, balance, coordination and energetic movement.
PSED / PSHE	Me and My Relationships: feelings, rules, belongings, communicating needs, play and friendships.	Valuing Difference: feelings, pride, sharing, turn-taking and considering the viewpoints of others.	Keeping Safe: routines, pedestrian safety, online safety, empathy and cooperative play.	Rights and Respect: feelings, oral hygiene, group work and resolving conflict.	Being My Best: persistence, focus, independence, sleep, health, sharing and turn-taking.	Growing and Changing: expressing feelings, independence, rules, respectful relationships and transition.
Computing	Explore the main features of a computer: mouse, keyboard and screen. Learn how to log in safely.	Build confidence using a keyboard to log in and remember simple rules for safe computer use.	Explore how computers work and explain why rules are needed when using technology.	Learn about healthy technology habits, including sensible screen time.	Begin to use apps safely, including simple mathematical/counting applications.	Use a range of digital materials, tools and techniques safely and respectfully.
Online safety focus	Self-Image & Identity; Online Bullying	Managing Online Information; Health, Well-being & Lifestyle	Privacy & Security; Copyright & Ownership	Managing Online Information; Online Relationships	Online Reputation; Online Bullying	Consolidate safe and respectful technology use across contexts.