

## Reception Swans Curriculum Map 2026-27 – Autumn 1 – Marvellous Me

These activities are completed through a range of adult-led and independent continuous provision sessions.

| Communication & Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Personal, Social and Emotional Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Physical Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <ul style="list-style-type: none"> <li>- Daily circle times games to get to know each other's names and favourite things.</li> <li>- Daily talk partner training – using active listening skills to be able to work and support each other.</li> <li>- Adult play partners to model and promote conversation and play with the children, to build up communication and language skills during continuous provision.</li> <li>- Introduction of Concept Cat to develop vocabulary and understanding.</li> <li>- Ask children to talk about who is in their family. Encourage children to articulate their ideas in well-formed sentences. Celebrate how families can be different.</li> <li>- Children can use descriptive vocabulary as they play this lovely Guess Who? Activity with a friend.</li> <li>- A roleplay home corner.</li> </ul> | <ul style="list-style-type: none"> <li>- Story times about starting school and reading and discussing lots of books about starting school. We will reflect on how they have been feeling about starting themselves.</li> <li>- Children to join in small group games with an adult to model turn taking and sharing</li> <li>- Circles times focusing on how I have changed, my body and how what makes me special.</li> <li>- Colour Monster by Anna Llenas as our Talk for Writing focus for the week mainly to understand and identify different emotions for different situations.</li> <li>- Through play adults will actively encourage and model how to play with their friends and how to make conflict through Peacemakers approach.</li> <li>- Within Language for Thinking sessions children will learn how to look after themselves.</li> <li>- A timetable session of PSED to imbed social values and British values.</li> </ul> <p><u>Jigsaw PSED topics</u></p> <ul style="list-style-type: none"> <li>- Being Me in My World</li> </ul> | <ul style="list-style-type: none"> <li>- A weekly PE session in the main school hall with a PE teacher.</li> <li>- In our reception play area encourage the children to think about how their body changes when they exercise. Ask children to feel their heart before exercising and then afterwards. What other changes have happened to their bodies?</li> <li>- Play the 'Colour Body Parts' game. Ask the children to move around a space in a given way, such as crawl, hop or run. Shake a tambourine and then say a colour and a body part. Children must quickly find something that colour and touch it with that body part, such as 'orange, foot' or 'pink, elbow'.</li> <li>- We will cover the table with a sensory material, such a shaving foam. Draw a large face in the centre. Model handwriting patterns that mimic different hair types and ask the children to help you to draw lots of hair in this style. Handwriting patterns could include straight lines,</li> </ul> |

|                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                            | - NSPCC – PANTS programme                                                                                                                                                                                                                                                                          | curled/looped continuous lines and spikey zigzag lines.<br>- Daily playdoh focus activities are provided to develop gross and fine motor skills.<br>- We will support children in managing their own needs by dressing themselves. Provide a range of dressing-up clothes in a home corner that require children to manage buttons, zips, Velcro and other fastenings.<br>- During Language for Thinking sessions the children will be taught the importance of how to brush and look after their teeth, through brushing their own. |  |
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| Literacy                                                                                                                                                                                                                                                                                                             | Mathematics                                                                                                                                                                                                                                                                                                                | Understanding the World                                                                                                                                                                                                                                                                            | Expressive Arts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| - Within our Talk for Writing lessons the children will be using a variety of books based on emotions, families and their bodies to build up sequencing, vocabulary and communication opportunities based on characters and story language.<br><br>- During story time read stories featuring different families and | - Children will be following the White Rose Curriculum.<br>- Within these daily sessions the children will be taught how to use comparative language for number and objects.<br>- They will be developing their shape knowledge for 2D shapes.<br>- They will be building up their understanding of numbers within 0 to 5. | - Through our Language for Thinking sessions the children will be discussing their families and who is in their home.<br>- Talking about the past and present in relation to <i>our</i> lifetime.<br>- Discussing who we are and what we belong to such as different faiths, places, families etc. | - Provide pencils and paper and invite children to draw pictures of the people who are special to them. Talk about the people together and invite the children to add details to their drawings.<br><br>- Using instruments to recreate music them and their families.<br><br>- Roleplay home corner to act out family/home situations.                                                                                                                                                                                              |  |

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| <p>people the children could identify with.</p> <ul style="list-style-type: none"> <li>- Children to use their developing phonics knowledge to written some CVC words and letters for pictures and labels.</li> <li>- Provide roleplay/small world opportunities for children to demonstrate all new vocabulary taught.</li> <li>- Children will be introduced to ERIC (Enjoying Reading in Classroom). This gives the children the chance to enjoy a variety of books, by themselves, with a teacher or with a friend with a focus.</li> </ul> | <ul style="list-style-type: none"> <li>- The above learning is also implemented through a variety of independent tasks throughout discovery time and adult-led activities.</li> </ul> | <ul style="list-style-type: none"> <li>- We will learn about our bodies and the how they work.</li> <li>- Discovering the different places where we live and our local area.</li> </ul> <p><u>Jigsaw RE Curriculum Topics:</u></p> <ul style="list-style-type: none"> <li>- What makes me and others special?</li> </ul> |  |
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## Reception Swans Curriculum Map 2026-27 – Autumn 2 – Healthy Me!

These activities are completed through a range of adult-led and independent continuous provision sessions.

| Communication & Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Personal, Social and Emotional Dev.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Physical Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>- Circle times to discuss foods they like/dislike and what foods are healthy and unhealthy.</li> <li>- Activity to pack a healthy pack lunch, to decided through the mix of food choices what makes a healthy pack lunch.</li> <li>- To continue to work with a develop talk partners and conversational skills within small groups.</li> <li>- Continue with Concept Cat to develop vocabulary and understanding.</li> <li>- To build up vocabulary based on our bodies and how to be healthy through circle times and labelling activities.</li> <li>- A roleplay home corner, creating healthy snack and food.</li> </ul> | <ul style="list-style-type: none"> <li>- To express their likes and dislikes within a group and show respect for others opinion.</li> <li>- Through mindfulness activities understand how we need to keep our mind healthy too! Achieved through talking, knowing emotions and relaxation such as calming music/yoga/walking/sleep routines.</li> <li>- To sort emotions/emojis to being healthy and unhealthy.</li> <li>- A timetable session of PSED to imbed school values and British values.</li> </ul> <p><u>Jigsaw PSED topics</u></p> <ul style="list-style-type: none"> <li>- Celebrating Difference</li> </ul> <p>(Separate Knowledge and Skills document attached)</p> | <ul style="list-style-type: none"> <li>- A weekly PE session in the main school hall with a PE teacher.</li> <li>- Chn to create an exercise video based on their Talk for Writing. Demonstrating the changes happening to their bodies during in and after exercise.</li> <li>- Lots of cutting and funky fingers opportunities to build up fine motor skills.</li> <li>- Daily playdoh focus activities are provided to develop gross and fine motor skills.</li> <li>- We will support children in managing their own needs by dressing themselves. Provide a range of dressing-up clothes in a home corner that require children to manage buttons, zips, Velcro and other fastenings.</li> <li>- The chn will build on their previous learning of healthy teeth through brushing objects clean and building on their gross/fine motor skills.</li> </ul> |

| Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mathematics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Understanding the World                                                                                                                                                                          | Expressive Arts                                                                                                                                                                                                                           |
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| <ul style="list-style-type: none"> <li>- Within our Talk for Writing lessons the children will be using a variety of books based on emotions, families and their bodies to build up sequencing, vocabulary and communication opportunities based on characters and story language.</li> <li>-Chn to develop sound through Phonics Shed scheme and use their knowledge to written some CVC words and letters for pictures and labels based on what has been taught so far.</li> <li>- Role play opportunities with Talk for Writing sessions such as retelling stories through drama and hot seating of characters.</li> <li>- Chn to continue ERIC (Enjoying Reading in Classroom). Now the chn understand the process, the purpose will be alternated with challenges such as finding a funny book, an animal book, choose from non-fiction texts.</li> <li>- Matching rhyming foods and words at tables.</li> </ul> | <ul style="list-style-type: none"> <li>- Children will be following the White Rose Curriculum.</li> <li>- Within these daily sessions the children will be taught how to use comparative language for number and objects. Numbers within 5.</li> <li>- Repeated patterns using fruit and dry pasta.</li> <li>- They will be building up their understanding of numbers within 0 to 5.</li> <li>- Weighing a variety of foods and sorting heavy and light.</li> <li>- I Spy healthy food counting within 5.</li> </ul> | <ul style="list-style-type: none"> <li>- Through Muddy Monday sessions chn will understand the need for fresh air and space, and describe what they see, hear and feel when outdoors.</li> </ul> | <ul style="list-style-type: none"> <li>- Using musical instruments to create dance routines for fitness.</li> <li>- Create collaboratively, sharing ideas, resources and skills, through making up exercise routines together.</li> </ul> |

## Reception Swans Curriculum Map 2026-27 – Autumn 2 – Celebrations (4wks)

These activities are completed through a range of adult-led and independent continuous provision sessions.

| Communication & Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Personal, Social and Emotional Dev.                                                                                                                                                                                                                                                                                                                                                             | Physical Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <ul style="list-style-type: none"> <li>- Circle times to discuss times they have celebrated different events such as birthday/Christmas/Eid etc.</li> <li>- In Language of Thinking time encourage the use of questions about different celebrations which will transfer into roleplay and language activities set at tables.</li> <li>- To create a bank of words associated with birthdays and Christmas ready for literacy and to support language development.</li> <li>- To continue to work with a develop talk partners and conversational skills within small groups.</li> <li>- Continue with Concept Cat to develop vocabulary and understanding.</li> <li>- A roleplay home corner, set up with party resources to throw their own parties.</li> <li>- Small world: House set up with party banners etc.</li> <li>- Small World: Christmas nativity set up</li> <li>- Have a variety of selected non-fiction to develop a deep familiarity with new</li> </ul> | <ul style="list-style-type: none"> <li>- To show understand of other beliefs and religious practices through discusses and matching the different beliefs to the correct faiths.</li> <li>- A timetable session of PSED to imbed school values and British values.</li> </ul> <p><u>Jigsaw RE Curriculum Topics:</u></p> <ul style="list-style-type: none"> <li>- What is Christmas?</li> </ul> | <ul style="list-style-type: none"> <li>- A weekly PE session in the main school hall with a PE teacher.</li> <li>- Daily playdoh activities with the suggestion to create birthday cakes/wedding rings/using Christmas cutters to develop fine &amp; gross motor skills.</li> <li>- Many cut and stick activities such as decorating Christmas trees, making birthday banners.</li> <li>- Focus on all chn independently putting on a zipping up coat. Also independently cutting up softer foods at lunch times, which no teacher support.</li> </ul> |

| knowledge and vocabulary about celebrations for chn to explore.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                           |
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| Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Mathematics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Understanding the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Expressive Arts                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>- Within our Talk for Writing lessons the children will be using a variety of books based on different celebrations. Discussing the sequence, characters, identifying adjectives as a group and information given.</li> <li>- Chn to develop sound through Phonics Shed scheme and use their knowledge to written some CVC words and letters for pictures and labels based on what has been taught so far. This could be for Christmas lists, invitations, party do to do list, cake recipe list etc. These will be modelled and then set up to access independently.</li> <li>- Role play opportunities with Talk for Writing sessions such as retelling stories through drama and</li> </ul> | <ul style="list-style-type: none"> <li>- Children will be following the White Rose Curriculum unit Light &amp; Dark.</li> <li>- Representing and matching numbers within 3, using candles, Christmas decorations etc.</li> <li>- Weighing presents, comparing heavier/lighter.</li> <li>- Ordering presents in size order.</li> <li>- Repeated patterns using fruit and dry pasta.</li> <li>- They will be building up their understanding of numbers within 0 to 5.</li> <li>- Weighing a variety of foods and sorting heavy and light.</li> <li>- I Spy healthy food counting within 5.</li> </ul> | <ul style="list-style-type: none"> <li>- Have people from the community in to discuss different celebrations within their faiths.</li> <li>- Also, chn to take home a list of questions to ask their parents about how they celebrated these times when they were young.</li> <li>- Chn to make Christmas presents for the birds and squirrels (bird feeders etc.) in Muddy Mondays to explore nature and understand how the season and habitats change.</li> <li>- To compare life and celebrations within different countries.</li> </ul> | <ul style="list-style-type: none"> <li>- Create different melodies for popular Christmas songs.</li> <li>- To explore different songs and moods for various celebrations.</li> <li>- Create different dance moves and routines to a various celebration songs.</li> </ul> |

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| <p>hot seating of characters. Also re-enacting a wedding and a party.</p> <p>- Chn to continue ERIC (Enjoying Reading in Classroom). Now the chn understand the process, the purpose will be alternated with challenges such as finding a funny book, an animal book, choose from non-fiction texts.</p> <p>- Matching rhyming foods at tables.</p> |  |  |  |
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| Age Group                                                                         | Autumn 1                                                          | Autumn 2                                                           |
| <b>Ages 4-5</b>                                                                   | <p>What makes people special?</p> <p>Christianity and Judaism</p> | <p>What is Christmas?</p> <p>Christianity concept: Incarnation</p> |

| Talking Together: suggested questions to support 'Being Me in My World' learning at home                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                          |
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| Ages 3-5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Belonging and friendship</b>                                                                                                                                                                                  | <b>Feelings and emotions</b>                                                                                                                                                                                                          | <b>Kindness and gentle hands</b>                                                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Who do you like to play with at school? What do you like about them?</li> <li>What makes someone a good friend?</li> <li>When do you feel happy in your class?</li> </ul> | <ul style="list-style-type: none"> <li>Can you tell me about a time you felt happy, sad or angry at school?</li> <li>How can we tell how someone else is feeling?</li> <li>What helps you feel better when you feel upset?</li> </ul> | <ul style="list-style-type: none"> <li>What does <u>being</u> kind look like in your classroom?</li> <li>Can you show me what "gentle hands" look like?</li> <li>How do others feel when we are kind to them?</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Similarities and differences</b>                                                                                                                                                                              | <b>Playing together</b>                                                                                                                                                                                                               | <b>Rights and responsibilities</b>                                                                                                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>What is the same about you and your friends?</li> <li>What is different about you and your friends?</li> <li>Why is it nice that we are all a bit different?</li> </ul>   | <ul style="list-style-type: none"> <li>What games do you like playing with others?</li> <li>How do you take turns when you play?</li> <li>What happens when everyone works together?</li> </ul>                                       | <ul style="list-style-type: none"> <li>What do you think your classroom rules are?</li> <li>Why is it important that everyone can learn and play?</li> <li>How do you help look after your bedroom or toys?</li> </ul>   |
| <b>Resources and additional support for Families</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li><a href="#">BBC Tiny Happy People</a> - short videos, ideas and resources to support families</li> <li><a href="#">BookTrust</a> – high-quality book recommendations for children by age (including ages 3–5) including topics on feelings, friendships, starting school and behaviour</li> <li>Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.</li> </ul> |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                          |
| <b>School-based and local resources (editable box for teachers):</b>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                          |

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Being Me in My World** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

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| Ages 3-5 | <b>Puzzle overview: Being Me in My World</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                  |
|          | In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin by working on recognising and managing and naming their feelings. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                  |
|          | <b>Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Social and emotional skills</b>                                                                                                                                                                                                                                                                                               |
|          | <ul style="list-style-type: none"> <li>I understand that people are similar and different</li> <li>I am beginning to recognise and talk about different feelings</li> <li>I understand that my classroom is a place where we learn and play together</li> <li>I know that working together helps make school a good place to be</li> <li>I understand why kindness matters and how it affects others</li> <li>I know what using gentle hands looks like</li> <li>I know that everyone has the right to learn and play</li> <li>I understand what being responsible means</li> <li>I know how we look after our classroom and resources</li> <li>I can describe how they help everyone feel safe and able to learn</li> </ul> | <ul style="list-style-type: none"> <li>I can name my feelings</li> <li>I know how work and play with others</li> <li>I know why it is important to be kind and gentle</li> <li>I understand why it is important to care about others' feelings</li> <li>I can make good choices</li> <li>I can follow our class rules</li> </ul> |
|          | <b>Vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                  |
|          | angry, choice, different, excited, feelings, friend, gentle, happy, kind, learn, nervous, responsibilities, rights, sad, share, similar, taking turns, unique                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                  |

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

