

Reception Thematic Map, Autumn 1, 2026

My World and Me



Our Theme Based Curriculum

Our themes run for half a term and we try to teach as many subjects as we can through this theme. We repeat learning frequently to ensure better retention of knowledge.

Subject	How We Teach It	This term children will learn how to:
Memorable Experiences	Our aim is to create rich and memorable learning experiences for your children. We do this through our learning environment, the activities we set in the continuous and enhanced provision and through discrete teaching.	- Use the Now Press Play headphones (an immersive audio drama experience) to learn about: -Autumn -Weather - Make a snack for a 'start of the year, getting to know each other' party.
PRIMES: - Communication and Language - Personal, Social and Emotional Development - Physical Development	We teach the PRIMES throughout our curriculum, setting tasks which give children the opportunities they need to improve these skills.	Communication and Language: - Children will explore their own world, using key vocabulary to describe. - Key vocabulary will include: season, weather, local area, recycling, feelings, belonging, world, past, present, family, change. PSED: - Learning the classroom rules and routines. - Learning about feelings and emotions and how to consider their peer's feelings. - Children are encouraged to think positively about themselves and say positive affirmations. - Building a supportive community where children will share things they did well and comment on the strengths of others. - Learning about brushing their teeth correctly and oral hygiene. Physical Development: Locomotion running, jumping, hopping, skipping and

		walking. ● Balance develop static and dynamic balance through various activities. ● Object control throwing, catching, kicking & striking. ● Coordination & Agility developing hand-eye and foot-eye coordination through games & activities. Engaging in exercises that promote agility such as obstacle courses.
Expressive Arts and Design	We set tasks which enhance children's imaginations, creativity and their ability to use media and materials. We do this in a range of ways: singing songs, making music, dancing, through roleplay and playing with colours, textures and design.	● Self portraits ● Family portraits ● Art linked to autumn, e.g. leaf prints, still life nature drawing ● Junk modelling ● Music Express unit: 'Who Shall I Be Today?' Skills include: singing, listening, moving and responding to music. ● Children will also be taught a range of rhymes and songs.
Understanding the World	We guide children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.	● Observing and naming the weather each day. ● Seasonal changes: autumn. ● Naming different members of their family. ● Understanding that they have grown and changed since they were a baby; making a simple timeline of their lives. ● Learning about a significant person from history- Rosa Parks (linked to the school's Inclusion Week). ● RE: Where do we belong? -How do you know you are cared for? -Where do you belong? -Use new vocabulary to explain simply how new babies are welcomed into faith communities (including christenings in Christianity and the whispering of the Shahadah in Islam). ● Digital literacy: explaining the over-use of screen time. ● Staying safe and understanding emotions when using technology. ● Learning about recycling and the use of plastics, making links to our junk modelling and classroom recycling bin. ● Inclusion Week themes and texts: Gender equality: <i>Pink is For Boys</i> by Robb Pearlman Racism: <i>Mixed</i> by Arree Chung Disability, including mental health stigma: <i>Susan Laughs</i> by Jeanne Willis Ageism: <i>I Love My Glam-ma!</i> by Samantha Berger
Writing	We teach writing in discrete carpet sessions, teaching children the skills needed to start to mark-make and write. Where possible, we try to link writing to our	Our weekly writing themes are:
		1. Story: <i>The Leaf Thief</i> by Nicola Slater Outcomes: children will write their own name
		2. Story: <i>When I Was Little</i> by Jamie Lee Curtis

	theme. Opportunities for mark making and writing are included throughout our continuous and enhanced provision.	Outcomes: children will write their own name
		3. Story: <i>Blue Penguin</i> by Petr Horáček Outcomes: children will write words with Set 1 phonics sounds
		4. Story: <i>Little People, Big Dreams: Rosa Parks</i> by Lisbeth Kaiser Outcomes: children will write words with Set 1 phonics sounds
		5. Story: <i>Meet the Weather</i> by Caryl Hart Outcomes: children will write words with Set 1 phonics sounds
Key Texts	Children will read high quality texts and these texts will be linked to their learning.	Key texts will include the following: • <i>The Puffin Book of Fantastic First Poems</i> by Sue Crebbin • <i>I Am the Seed That Grew the Tree</i> by Fiona Waters • <i>Starting School</i> by Janet and Allan Ahlberg • <i>We're Going on a Leaf Hunt</i> by Steve Metzger • <i>Tidy</i> by Emily Gravett • <i>The Family Book</i> by Todd Parr • <i>So Much</i> by Trish Cooke • <i>The Perfect Fit</i> by Naomi and James Jones • <i>I'm (Mostly) Happy Being Me</i> by Anna Milbourne • <i>Somebody Swallowed Stanley</i> by Sarah Roberts • <i>Elmer's Weather</i> by David McKee • <i>Polly and the Screentime Overload</i> by Betsy Childs Howard We will read lots more fiction, non-fiction and poetry besides these texts! We read a mixture of books that are linked directly to their learning, as well as stories that are read for pleasure.
Maths	Children will study these topics:	• Match, sort and compare. • Measure and pattern. Linked story books: • <i>A Pair of Socks</i> by Stuart J. Murphy • <i>The Button Box</i> by Margarette S. Reid • <i>Where's My Teddy?</i> by Jez Alborough • <i>A-B-A-B-A – A Book of Pattern Play</i> by Brian P. Cleary
Cultural Enrichment & Vocational Experience	We include at least one culturally enriching trip each term and organise visitors to the school, to talk about their professions or teach children about the world.	This half term, we will be doing the following: • A nature walk visit to Olden Gardens. • Welcoming a visitor from the dental charity Bright Bites on the 20th October, who will talk about oral hygiene and demonstrate tooth brushing.

Vocabulary:

Vocabulary linked to our theme:	Definitions:
- Season - Weather - Recycling - Feelings - Belonging - World - Past - Present - Change - Family	- A season is one of the four main parts of the year. Each season is about three months long and brings a special kind of weather, changing the way the outdoors looks and feels. - Daily conditions outside, such as whether it is sunny, rainy, cloudy, windy, or snowy. - Recycling is taking old, used things that you would normally throw away (like plastic bottles or paper) and using them to make brand-new, useful things. - Feelings are the "inside body messages" that tell you how you are doing. They are big or small emotions—like being happy, sad, mad, or scared. - Belonging means feeling happy, safe, and loved as an important part of a group. - The word world simply means everything around us. It includes the Earth, the places where we live, the weather, and all the people, plants, and animals that share our planet. - Everything that happened before right now—like this morning, yesterday, last week, or when they were a baby. - Things that are happening right now. - Change means when something becomes different. - A family is a team of people who love, care for, and help keep each other safe. It usually includes the adults who take care of you, like your mum or dad, and any brothers, sisters, or grandparents you might have (but people have many different kinds of people in their family).

Weekly Home Learning:

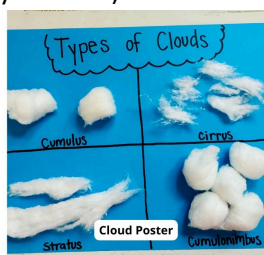
- Children are given weekly reading books. Please ensure you read with your child every day. Reading journals should be completed by an adult and they will be checked once weekly on a Friday.
- Daily phonics sound and letter formation sheets will be given to children.
- Children are expected to complete a task on Doodle Maths every day. Children should complete enough activities to reach the green zone in Doodle Maths every week: <https://doodlelearning.com/>

Over the course of this half term, we would like you and your child to complete the following **project**:

We expect all children to complete a home learning project, linked to any of the themes on this Thematic Map. This can be as open ended and ambitious as you like! You can choose any project that will interest your child.

Projects can include things like drawings, paintings, crafts and model making. You could go on a trip and take photos. Sometimes children make videos, dress up, or cook food.

Here are some project ideas (you can use one of these ideas or think of an idea of your own):



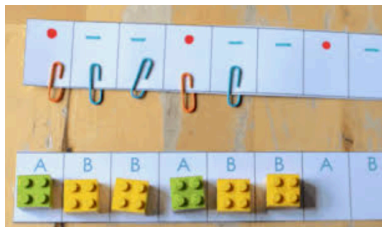
Projects should be completed by **Thursday 15th October.**

We invite parents and carers to come to our **Topic Gallery on Thursday 22nd October.**

You can come into the classroom at 3.30pm and the children will show you their projects.



Fall Yarn Wrapping



Trip idea:

- Go for a nature walk. London is full of free parks! You might also consider going to Kew Gardens. You could do a nature scavenger hunt, or collect some materials to make into an art project.

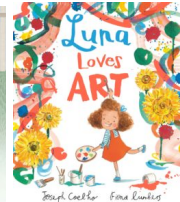
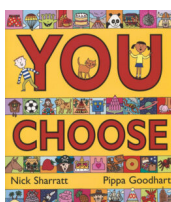
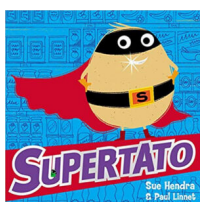


Reading recommendations:

We advise our students to borrow and read these books at home:

This is a fantastic list of books for reception children to read:

<https://www.booksfortopics.com/booklists/recommended-reads/reception/>



If you would like any specific recommendations, please come and speak to me - I love discussing books!