



**St Andrew's C. Of E (V.C.) Primary School – Reception Curriculum Map 2025-2026**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	All about me	Festivals	Traditional Tales	New Life	Real life Superheroes (People Who Help Us)	Habitats & Travel
<b>Personal, Social and Emotional Development (Using Coram Scarf)</b>	SCARF: Me and my relationships See themselves as a valuable individual Build constructive and respectful relationships Identify and moderate their own feelings socially and emotionally, ongoing	SCARF: Valuing difference Express their feelings and consider feelings of others To begin to consider perspective of others	SCARF Keeping myself safe To know and talk about different factors that support their wellbeing: physical activity, healthy eating, tooth brushing, sensible amount of screen time, having a good sleep routine, being a safe pedestrian	SCARF Rights and responsibility Identify and modify their feeling emotional and socially To manage their own personal hygiene needs	SCARF Being my best Show perseverance and resilience in the face of a challenge	SCARF Growing and changing Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Know how to keep themselves safe.
<b>Communication and Language</b>	Understanding how to listen carefully Developing social phrases Engage in story times Use talk to work out problems and organise thinking, explaining how things work and why they might happen	Learning new vocabulary Using new vocabulary in range of contexts throughout the day Listen carefully to rhymes and songs paying attention to how they sound (HfL writing link) Learn rhymes and songs.	Listen to talk about stories to build familiarity and understanding (core books) Retell the story, having developed understanding of text Connect idea or action to another using range of connectives	Articulate their and thoughts in sentences Connect one idea or action using range of connectives Describe events in some detail. Listen to and talk about selected non-fiction texts (chicks, writing -make own non fiction text)	Ask questions to find out more and clarify their understanding Using new vocabulary in different contexts Engage with story times and visitors	Engaging with non-fiction books (linked to habitats) Offer explanations for why things might happen Express their ideas about their experiences using full sentences, using range of tenses.
<b>Physical Development</b>	Using core strength to achieve good posture when sitting at table on or floor Use a range of small tools; spoon, fork and knife. Develop skills needed to manage school day – lining up and queuing (Introduction to PE )	Use a range of small tools- scissors and paint brushes Develop over all body strength coordination, balance and agility Develop foundations of fast and accurate handwriting style; letter formation modelled and practised, pencil grip checked – ongoing over year (PE Gymnastics)	Confidently use a range of large and small apparatus indoor and outside, alone and in a groups. Refine fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. (PE Fundamentals)	Combine different movements with ease and fluency Progress to a more fluent style of moving with developing control and grace (PE Dance)	Negotiate space and obstacles safely, with consideration for self and others Demonstrate strength balance and coordination when playing Move energetically. (Sports Day)	Further develop and refine range of ball skills including catching, kicking, passing, batting and aiming Develop confidence, competence and accuracy when engaging in activities that involve a ball. (PE Games)

<p><b>Maths</b></p>	<p>Counting objects Comparison of groups by Subitise within 3 Composition of 3 and 4 Matching Sort by attributes Compare size, mass and capacity Explore AB patterns in range of contexts</p>	<p>Comparison of sets by matching Match numerals and quantities within 5 Ordinality and the 'staircase' pattern Recognise circles, triangles, squares and rectangles in the environment Positional language Time and order days</p>	<p>Focus on 5, 6 7 Compare sets and make unequal sets equal 'Staircase' pattern and ordering numbers using 1 more/ 1 less Spatial reasoning- Match Rotate and Manipulate</p>	<p>Double Odds and evens Counting- larger sets, beyond 10 Counting actions and sounds Begin Subitising to 5, Composition- 5 and a bit Composition of 10 Matching numerals to 10 Spatial reasoning- Compose and Decompose</p>	<p>Comparison linked to ordinality Track games Subitise to 5 and use Rekenrek – Automatic recall of bonds to 5 ELG Composition of numbers ELG Comparison ELG Spatial reasoning- Visualise and Build</p>	<p>Number patterns ELG Counting ELG Patterns and Relationships Spatial Reasoning- Mapping Understand we can make maps to plans to represent places.</p>
<p><b>Literacy</b> <b>Phonics</b></p>	<p>Begin Phase 2 Read individual letters by saying the sounds for them. s, a, t, p, i, n, g, o, c, k, d, ck, e, u, r, h, b, f, l -Read common exception words:: is, l, the Blend sounds into words to read short words with known GPC</p>	<p><i>Continue phase 2</i> <i>Read individual letters by saying the sounds for them. for ff,ss,ll,j,v,w,x,y,z,zz,qu,ch,sh,t h,ng,nk</i> <i>-Recognise tricky words; put, pull, full, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</i> <i>Read simple phrases made of words with known GPCs and common exception words, ongoing</i></p>	<p><i>Begin phase 3</i> <i>-Develop GPCs for letter group that represent one sound: ai,ee,igh,oa, oo, oo, ar, ur, ear, air, ow, oi, er</i> <i>-Recognise and use tricky words; was, you, they, are, all, my, by, sure, pure.</i> <i>Reread books to build up confidence in word reading, fluency, understanding and enjoyment, ongoing</i></p>	<p><i>Continue phase 3</i> <i>-Secure spelling using digraphs and trigraphs</i> <i>-Use and recognise compound words</i> <i>-Use and recognise words with s /z/ in the middle</i> <i>-words with -s /s/ /z/ at the end</i> <i>-words with -es /z/ at the end</i> R</p>	<p><i>Begin phase 4</i> <i>-Secure spelling and reading of short vowels and root words ending in:</i> <i>-ing, -ed /t/, -ed /id/ /ed/ -est</i> <i>-Recognise and use tricky words; said, so, have, like, some, come, love, do, were, here, little, says, there, then, what, one, out, today</i></p>	<p><i>Continue phase 4</i> <i>-Secure spelling and reading with long vowel sounds</i> <i>-Read root words ending in:</i> <i>-ing, -ed /t/, -ed /id/ /ed/, -ed /d/</i></p>
<p><b>Literacy</b> <b>Writing Purpose, Outcomes and Key Texts</b></p>	<p><i>To form lower case letters correctly, ongoing, taught in family groups, ongoing</i>  <i>HfL All About Me book my family, my toys, where I live –writing to inform</i> <i>Name writing, applying phonics to label pictures with initial sounds, building to CVC words</i></p>	<p><i>To spell words by identifying sounds then writing sounds with letters, ongoing.</i>  <i>HfL Story Pattern book - Whas is it? – write to entertain. (CL)</i> <i>Label what to pack for a cold climate (UTW)</i> <i>Making a Christmas list</i></p>	<p><i>To begin to write short sentences with words and known GPCs, with adult support</i>  <i>-HfL Things I like book – writing to inform.</i> <i>-Instruction booklet on steps to make porridge based on Goldilocks &amp; 3 Bears text</i> <i>Animals and sounds labels for Farmer Duck</i></p>	<p><i>To begin to write short sentences with words and known GPCs, with growing independence</i>  <i>HfL –My celebrations book –writing to inform (RE)</i> <i>Recording changes in the chicks writing chick diary</i> <i>Label parts of chick</i> <i>Writing a message to our mums.</i></p>	<p><i>To form capital letters correctly, ongoing.</i> <i>To reread what they have written to check it makes sense</i>  <i>HfL My amazing body book - writing to inform</i>  <i>Adding captions to images, using GPC and tricky word knowledge</i></p>	<p><i>To reread what they have written to check it makes sense, with growing independence.</i>  <i>HfL My own story book - write to entertain</i>  <i>Making a class book about YR for new cohort</i> <i>Writing clues for 'What animal am I?' page in class book</i></p>

	<p>Owl Babies (PSED/LIT)) Leaf Man (UTW, seasons) Coming to England (UTW) Enormous Turnip (RE – harvest/ collaboration, DT harvest soup)</p>	<p>Frog on a Log ( Hf) On Bonfire Night song (UTW) The Tiger Who Came to Tea (LIT/ Pizza Express)) Lost and Found (UTW ) The Nativity story (RE)</p>	<p>I like books (HfL) The Three Little Pigs (UTW history) Goldilocks and the three bears (writing) Farmer Duck</p>	<p><i>Farmer Duck</i> <i>Hungry Hen</i> <i>Chicks and hens (non-fiction texts)</i> <i>Don't poem</i></p>	<p>What the ladybird heard (UTW) Dogger (PSED) Rosie Revere Engineer (UTW) Super Milly and the Super School Day (link to Hfl my amazing body book)</p>	<p>There's a House Inside My Mummy (PSED) Martha Maps It Out (M &amp; GEOG) Walking Through the Jungle - habitats (SCI) Mr Gumpy's Outing (HIST)</p>
<p><b>Understanding the World</b></p>	<p>Talk about members of their immediate family and community (History, EAD link Family portraits &amp; Lit: My Family book)</p> <p>Compare and contrast figures from the past. (Floella Benjamin BHM, HIST)</p> <p>Describe what they see, hear and feel when exploring outdoor &amp; weather science experiments (SCI weather, C&amp;L LIT Leaf Man)</p> <p>Showing care and respect for living creatures and plants–gardening skills (SCI plants)</p>	<p>Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Kapow unit Around the world: home or away: sorting photos from uk/ not uk, city or country side collage, polar explorers using Nat Geog Kids clip and globe (Lit: Lost &amp; Found, GEOG )</p> <p>Noticing and talking about changes in weather, beginning to use seasonal language autumn &amp; winter (SCI Weather)</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past (HIST, LIT, 3 pigs)</p> <p>Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside (Winter/ Spring) Kapow Outdoor Adventures: explore using senses, , weather explorers; shadows in sun, ribbons in wind. (GEOG SCI Weather and seasons)</p> <p>To describe birds they see in forest school area linking to RSPB bird watch (SCI Animals)</p> <p>To explore and describe forces of push and pull using magnets (SCI Forces)</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. (Eid, Diwali, LNY, Hfl LIT))</p> <p>Explore the natural world around them - magnets, static electricity with balloons, making observations of hatching and growing chicks , shoeing care and respect for living creatures(SCI - DE Food/Animals)</p> <p>Safer Internet Day – understanding rules of keep ourselves safe online (COMP)</p> <p>Recognises people have different beliefs and celebrations (RE, Lit)</p> <p>Exploring change of state making chocolate Easter nests (SCI DE Materials)</p>	<p>Name and describe people who are familiar to them. (PWHU, EAD)</p> <p>Show understanding of different roles in the community. Develop storyline sin their play (EAD role play link)</p> <p>Understand that some places are special to members of their community (RE)</p> <p>Understand effect of seasonal changes on natural world – Summer (SCI Seasons)</p> <p>To identify key spring plants in forest school area using checklist to label different plants and parts of plant (SCI Plants)</p>	<p>Draw information from a simple map (M) Kapow map unit: investigating maps and globe, making 3D maps with bricks, journey sticks FS, map making ALA. (GEOG)</p> <p>Transport through Time comparing methods of transport, reflecting on past and present experiences (HIST)</p> <p>Beebots –maps link Give instructions to Bee-Bots or coding toys to reach a goal. Predict what will happen and correct mistakes. Explain what they are doing using simple computing language (COMP)</p> <p>Name and describe familiar animals they see outside – minibeasts (SCI invertebrates)</p>

	Online Safety is integrated within the UTW (Computing) and PHSE curriculum and is taught throughout the year					
<b>RE</b>	Why is the word 'God' so important to Christians?	Why is Christmas special for Christians?	Being special: where do we belong? <i>Learn from two religions</i>	Why is Easter special for Christians?	Which places are specially valued and why? <i>Learn from two religions</i>	Which stories are specially valued and why? <i>Learn from 2 religions</i>
<b>RE Vocabulary</b>	God World Creator Christians Jews	Nativity Jesus- God on earth. Wise Men Gold Frankincense Myrrh	Life Baptism Celebration Special Different/same Caring / Belonging	Easter Cross Palm Sunday Hosanna	Christian Muslim Church Mosque	Bible- old and new testament Jewish story of Hanukkah
<b>EAD</b>	Explore, use and refine a variety of artistic effects to express their ideas and feelings Create collaboratively, sharing ideas, resources and skill. Returning to build on their previous learning, refining ideas and developing skills to represent.					
	Cooking Harvest soup together as a class – peeling and chopping vegetables (DT cookin)  Creating family portrait- marvellous marks unit (Lit & ART mark making)	Stitching and learning to sew using in and out movement to make Christmas tree design for card (DT textiles)	Using paint to record emotional responses to different pieces of music. Experiment with different found objects to make brushes.(ART Painting)	Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making animal sculptures. (ART, 3D sculpture)	Learning how to join materials then creating junk models (linking to PWHU topic) (DT Structures)	Creating large scale models together in the outside area using crates, large wooden bricks, planks and large loose parts
<b>EAD Music</b>	To listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group, or on their own, , increasingly matching the pitch and following the melody. Watch performance art, expressing their feelings and responses. Explore and engage in music making and dance.					
	I've got a grumpy face - Timbre, beat, pitch contour.  Alice the Camel - Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.	Witch! Witch Call-and-response,- pitch (la-so-mi-do), timbre.  Row, Row your boat - Beat, pitch (step/leap), timbre.  Singing songs for Nativity Performance	Dabbling Ducks- Active listening, beat, pitch (so-mi), vocal play.  Jelly on my Plate - Timbre, pitch (higher/lower), tempo (faster/slower), beat.	Song Bank: Rain is falling down; Up and down; Hickory Dickory dock - Pitch contour rising and falling, classical music.  Five Fine Bumble Bees - Timbre, tempo, structure (call-and-response), active listening.	Down there under the sea - Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.  It's oh so quiet - Dynamics, timbre, musical storytelling, exploring instruments.	Slap,clap,clap - Music in 3-time, beat, composing and playing.  Bow,Bow,Bow Belinda - Beat, active listening, instrumental accompaniment.