



## St Barnabas CE Primary School Curriculum Map Reception

Theme	Autumn 1 Who is 'Me'?	Autumn 2 Traditions and Celebrations	Spring 1 Spring into Life	Spring 2 Time to Grow	Summer 1 Homes and Habitats	Summer 2 Our Natural World
Special events	The Nativity	Adults stay and pray				
Experience educational visits				Lower Drayton Farm		
Educational visits linked to RE						
Whole School educational visits or experience days	Animal person	EYFS Panto day			Sports Champion event	
<b>Wider Curriculum coverage</b>	-Emotions and regulation strategies -My family -My local area -Seasonal change	-Seasonal change -People and communities (celebrations) -Chronology -Locational Knowledge -Everyday materials	-Changes within Living Memory (animals) -People and Communities -Forces and How Things Work	-Seasonal change -Plants -Changes within Living Memory (people) -Past and Present	-Significant people and events (local) -Animals including Humans -Geographical fieldwork and studies	Seasons and weather -Environmental change -Enquiring/ Understanding the Past through stories
<b>Core Texts</b> <i>(Celebrations Around the World revisited termly)</i>	I'm Almost Always Kind What Makes me a Me Bear Shaped	The Squirrels that Squabbled Pumpkin Soup The Gingerbread Man	The Three Little Pigs Mr Wolf's Pancakes Tad Things that Go	Each Peach Pear Plum The Story Orchestra Mr Noah's Garden	Martha Maps it Out The Dark Luna Loves Art	Clean Up! The Wonder The Invisible
<b>Additional Text Structures</b>	Posters	Lists Recipes	Traditional Tales Fact Files	Rhyming lists Recounts	Postcards	Letters
<b>Literacy skills progression</b>	Mark making, building strength & consistency in pencil grip Oral retelling from story maps Simple sequencing of story events Identifying and recording initial sounds Recognise full stops Recall and discuss stories read to them	Developing strength & consistency in pencil grip Forming letters, in line with Phonics instruction Oral retelling from story maps Segmenting and blending CV and CVC words Identifying adjectives Begin to use full stops and finger spaces Describe story settings	Forming all lower-case letters Writing own name consistently Segmenting CVC words Transcribing given, simple sentences Correct an adult's intonation and expression to match the content Make predictions	Forming capital letters Transcribe given sentences accurately Make phonetically plausible attempts to segment longer words Use digraphs and trigraphs Can read back their own writing Reading smoothly across simple sentences Continue a rhyming string	Uses lower and upper-case letters with developing consistency Write simple sentences to express own ideas With support, uses finger spaces, a full stop and a capital letter for a sentence Links ideas using 'and/ because' Self-corrects when reading Adapts tone when reading dialogue	Most letters are correctly formed and even in sizing, including ascenders and descenders Writes simple phrases and sentences that can be read by others Beginning to use more varied vocabulary in own writing Recognises and records several HRSW Reads decodable sentences with fluency and an awareness of punctuation
<b>Mathematics</b>	Match, Sort & Compare Measure and Patterns 1,2,3!	Circles and Triangles 1,2,3,4,5! Shapes with 4 sides Alive in 5	Mass and Capacity Growing 6,7,8 Length, Height & Time	Building 9 and 10 3D shapes	To 20 and Beyond How Many Now? Manipulate, Compose and Decompose	Sharing and Grouping Visualise, Build and Map Make Connections
<b>Phonics</b>	/s/ /a/ /t/ /p/ /i/ /n/ /m/ /d/ /g/ /o/ /c/ /k/ /e/ /u/ /r/ /l/ /s/  HRSW: a, l, the, no, put, of is, to, go, into, pull	/h/ /b/ /f/ /l/ /j/ /v/ /w/ /x/ /y/ /z/ /qu/ /ch/ /sh/ /th/ /ng/ /nk/ /ai/ /ee/ /igh/ /oa/  HRSW: as, his, he, she buses, we, me, be, was, her  Spelling focus: -es	/oo/ (book) /ar/ /ur/ /oo/ (food) /or/ /ow/ /oi/ /ear/ /air/ /ure/ /er/ /oa/  HRSW: my, you, they, all, are, ball, tall, when, what	Review all previously taught sounds  HRSW: said, so have, were, out, like, some, come, there, little, one, do, children, love	CCVC, CVCC, CCVCC, CCCVC words  Spelling focus: -ed (/ed/ /d/ /t/), er, est	/ai/ /ow/ /igh/ /ee/ /oi/ /ur/ /ue/ /or/ /wh/ /ph/ /ew/ /oe/ /au/ /ey/ /a-e/ /e-e/ /i-e/ /o-e/ /u-e/  HRSW: oh, their, people, Mr, Mrs, your, asked, should, would, could, asked, house, mouse, water, want, very  Spelling focus: -le
<b>Physical Education</b>	Negotiate space and obstacles safely	Developing strength, balance and co-ordination	Developing strength, balance and co-ordination	Move energetically	Ball/Team Games	Team Games, Athletics sportsmanship (Sports Day)
<b>Foundational Skills Progression</b>	Revisits independence in toileting, handwashing, dressing. Introduced to "eyes tracking" and "listening ears" Explores new activities and resources with encouragement. Revisits safe scissor use and simple cutting along straight lines.	Dresses independently, manages fastenings with support. Practises active listening in group times with reminders. Begins to show interest in how things work.	Begins to talk about making healthy choices (food, rest). Recognises how body language communicates when they are/aren't listening well. Begins to find information and explanations independently.	Demonstrates independence in dressing, hygiene, and food choices. Maintains active listening for longer periods. Plans and tests own ideas through play and investigation.	Takes pride in being independent about self-care. Models active listening in group settings. Satisfies curiosity through investigation and exploration	Models independence in self-care, begins supporting others. Independently uses active listening strategies across learning contexts. Demonstrates sustained, self-driven curiosity across areas.

	<p>Adults model conflict resolution steps (“Stop, I don’t like that”). Plays familiar home/community scenarios. Expands vocabulary of emotions (frustrated, nervous, excited). Adults model “I wonder…” questions.</p>	<p>Cuts simple shapes with increasing accuracy. Begins to use simple problem-solving with adult prompts. Role play features some themes and vocabulary explored in familiar texts Explores strategies that support them to regulate Begins to ask simple questions about learning or our stories</p>	<p>Cuts around curved lines and simple outlines. Uses learned strategies (talking, turn-taking) with less support. Introduced to role play based on stories or occupations. Traces emotions/responses back to their cause. Builds on peers’ ideas with relevant questions.</p>	<p>Cuts complex shapes independently. Manages simple conflicts independently with agreed strategies. Takes on imaginative roles beyond direct experience. Uses strategies to regulate with adult support. Asks questions to check understanding or extend learning.</p>	<p>Shows control and precision in craft tasks. Resolves most disagreements calmly and fairly. Adds detail, empathy, and reasoning in character roles. Starts to independently self-regulate using taught strategies Asks purposeful questions to clarify and explore concepts. Asks purposeful questions to clarify and explore concepts.</p>	<p>Consistently accurate, controlled cutting, for purpose. Independently resolves conflicts and helps others problem-solve. Collaborates with others to create imaginative scenarios. Demonstrates emotional awareness and supports peers appropriately. Independently asks and answers questions to deepen understanding.</p>
--	--	--	--	---	---	--



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Who is 'Me'?	Traditions and Celebrations	Spring into Life	Time to Grow	Homes and Habitats	Our Natural World
<b>Wider Curriculum coverage</b>	-Emotions and regulation strategies -My family -My local area -Seasonal change	-Seasonal change -People and communities (celebrations) -Chronology -Locational Knowledge -Everyday materials	-Changes within Living Memory (animals) -People and Communities -Forces and How Things Work	-Seasonal change -Plants -Chronology/ changes within Living Memory (people) -Past and Present	-Significant people and events (local) -Animals including Humans -Geographical fieldwork and studies	-Seasons and weather -Environmental change -Enquiring/ Understanding the Past through stories
<b>Core Texts</b>	I'm Almost Always Kind What Makes me a 'Me' Bear Shaped Standing Up to Racism	Pumpkin Soup The Squirrels that Squabbled The Gingerbread Man	Three Little Pigs Mr Wolf's Pancakes Tad Things that Go	Each Peach Pear Plum The Story Orchestra Mr Noah's Garden	Martha Maps it Out The Dark Luna Loves Art	Clean Up! The Wonder The Invisible
<b>Literacy skills progression</b>	Mark making, Building strength & consistency in pencil grip Oral retelling from story maps Simple sequencing of story events Identifying and recording initial sounds Recognise full stops Recall and discuss stories read to them	Developing strength & consistency in pencil grip Forming letters, in line with Phonics instruction Oral retelling from story maps Segmenting and blending CV and CVC words Identifying adjectives Begin to use full stops and finger spaces Describe story settings	Forming all lower-case letters Writing own name consistently Segmenting CVC words Transcribing given, simple sentences Correct an adult's intonation and expression to match the content Make predictions	Forming capital letters Transcribe given sentences accurately Make phonetically plausible attempts to segment longer words Use digraphs and trigraphs Can read back their own writing Reading smoothly across simple sentences Continue a rhyming string	Uses lower and upper-case letters with developing consistency Write simple sentences to express own ideas With support, uses finger spaces, a full stop and a capital letter for a sentence Links ideas using 'and/ because' Self-corrects when reading Adapts tone when reading dialogue	Most letters are correctly formed and even in sizing, including ascenders and descenders Writes simple phrases and sentences that can be read by others Beginning to use more varied vocabulary in own writing Recognises and records several HRSW Reads decodable sentences with fluency and an awareness of punctuation
<b>Additional Text Structures</b>	Posters	Lists Recipes	Traditional Tales Fact files	Rhyming lists Recounts	Postcards	Letters
<b>Mathematics</b>	Match, Sort & Compare	Circles and Triangles 1,2,3,4,5!	Mass and Capacity	Building 9 and 10 3D shapes	To 20 and Beyond How Many Now?	Sharing and Grouping Visualise, Build and Map

	Measure and Patterns 1,2,3!	Shapes with 4 sides Alive in 5	Growing 6,7,8 Length, Height & Time		Manipulate, Compose and Decompose	Make Connections
<b>Phonics</b>	<p>/s/ /a/ /t/ /p/ /l/ /n/ /m/ /d/ /g/ /o/ /c/ /k/ /e/ /u/ /r/ /s/</p> <p>HRSW: a, l, the, no, put, of is, to, go, into, pull</p>	<p>/h/ /b/ /f/ /l/ /j/ /v/ /w/ /x/ /y/ /z/ /qu/ /ch/ /sh/ /th/ /ng/ /nk/ /ai/ /ee/ /igh/ /oa/</p> <p>HRSW: as, his, he, she buses, we, me, be, was, her</p> <p>Spelling focus: -es</p>	<p>/oo/ (book) /ar/ /ur/ /oo/ (food) /or/ /ow/ /oi/ /ear/ /air/ /ure/ /er/ /oa/</p> <p>HRSW: my, you, they, all, are, ball, tall, when, what</p>	<p>Review all previously taught sounds</p> <p>HRSW: said, so have, were, out, like, some, come, there, little, one, do, children, love</p>	<p>CCVC, CVCC, CCVCC, CCVC words</p> <p>Spelling focus: - ed (/ed/ /d/ /t/), er, est</p>	<p>/ai/ /ow/ /igh/ /ee/ /oi/ /ur/ /ue/ /or/ /wh/ /ph/ /ew/ /oe/ /au/ /ey/ /a- e/ /e-e/ /i-e/ /o-e/ /u-e/</p> <p>HRSW: oh, their, people, Mr, Mrs, your, asked, should, would, could, asked, house, mouse, water, want, very</p> <p>Spelling focus: -le</p>
<b>Foundational Skills progression</b>						
<b>Physical Education</b>	Negotiate space and obstacles safely	Developing strength, balance and co-ordination	Developing strength, balance and co-ordination	Move energetically	Ball/Team Games	Team Games, Athletics sportsmanship (Sports Day)
<b>Understanding the World</b>	<p><u>Science focus</u> -Describe similarities &amp; differences -Begin to sort and group</p> <p><u>Geography and RS focus</u> -Name our school -Name, recognise and locate areas in our school -Name and recognise areas in the local community (St Barnabas church, local shops on route) -Name more weather types -Describe a familiar route</p> <p><u>History focus</u> -Talk about the days of the week -Predict routines linked to established timetabling -Sequence events -Re-tell previous past events in their own lives -Know about similarities and differences between themselves and others, among families -Begin to understand that when you grow up you go to work, not school, and can name some jobs -Find answers to simple questions from pictures/texts -</p>	<p><u>Science focus</u> -examine change over time &amp; plants which go to seed -Name the seasons -Talk about the changes that seasons bring (inc. changes to trees &amp; plants) -Know that animals store their food for the winter -Know that some animals hibernate in the winter -Make observations using a wide vocabulary -Describe what they see/hear/feel whilst outside</p> <p><u>Geography and RS focus</u> -Name, locate and talk about one other country, linked to what they've read -Discuss the area surrounding the school, using observations, discussions, maps -Recognise that people celebrate special times in different ways -Know about similarities between themselves and others, incl. cultures and traditions</p> <p><u>History focus</u> -Relate the changing seasons to the passing of time -Know that clocks/watches tell us what time it is/when to do things -Begin experiencing measuring time</p>	<p><u>Science focus</u> - Explore how things work, e.g. wind-up toys, pulleys, sets of cogs with pegs and boards -Explore and talk about different forces they can feel. -Know the effect of simple push and pull forces -Understand the key features of the life cycle of an animal</p> <p><u>History focus</u> -Know about life cycles and recognise that humans and animals change over time</p> <p><u>Geography and RS focus</u> -Name people who help others in the community and talk about their different roles -Talk about their family and community and some of their routines, culture and celebrations -Understand that some places are special to members of their community</p>	<p><u>History focus</u> -Know the difference between long ago and now -Compare modern and old objects -Know that my life is different to the lives of people in the past</p>		
<b>Expressive Arts and Design, inc, D&amp;T</b>	<p><u>Music</u> -Remember and sing entire songs - Listen with concentration to stories with repeated refrains -Tap out simple repeated rhythms</p> <p><u>Dance</u> -follow simple dance patterns</p> <p><u>Drama</u> -Take part in imaginative play</p> <p><u>Creating with Materials</u> -Begin to choose more appropriate materials</p>	<p><u>Music</u> -recall a repertoire of familiar songs -Sing in a group or alone, increasingly matching the pitch and following the melody</p> <p><u>Dance</u> -follow simple dance patterns</p> <p><u>Drama</u> -Introduce a storyline/narrative into their play -Use props for specific purposes</p> <p><u>Creating with Materials</u> -Increasingly use more appropriate materials for the job</p>				

	<ul style="list-style-type: none"> <li>-Explore appropriate construction materials</li> <li>-Build competency using a range of small tools</li> <li>-When drawing themselves, represent a range of facial features</li> <li>-Draw with increasing observation</li> </ul>	<ul style="list-style-type: none"> <li>-Develop their colour mixing</li> <li>-Accurately use a paint brush</li> <li>-Draw with increasing accuracy</li> <li>-Sculpt with playdough, using correct terminology to describe processes</li> <li>-Name primary colours and mix to create secondary colours</li> <li>-Select specific textures to represent different things</li> </ul>				