



ROSH PINAH PRIMARY SCHOOL

Curriculum Map

Reception 2025-2026

| Year Group : R | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | All About Me <ul style="list-style-type: none"> - My Family - Where I live - My Senses - My emotions and feelings - My friends | Light and Dark Space | Food | Kings and Queens | Transport | Animals |
| Festivals Celebrations Themed Days Visitors | Rosh Hashannah Yom Kippur Succot /Simchat Torah | Diwali Fireworks /Bonfire night Remembrance Day Chanukah Christmas Chanukah Show to parents Antibullying Week Road Safety Awareness Week | Tub'Shavat Book Week Chinese New Year Online Safety Children's Mental Health Week | Purim Pesach | Yom Ha'atzmout Lag B'omer Shavout Visitors <ul style="list-style-type: none"> - Pilot - Ambulance Driver - Police Officer - Fire Brigade Teddy Bear's Picnic Israel's birthday VE Day (8 th May) | Trip to Paradise Wildlife Park Sports Day Transition to KS1 |

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| Key Texts | Jakes First Day Hungry Caterpillar Funnybones Colour Monster Little Acorns Don't Hog the Hedge | Rama and Sita The Cave Back to Earth with a Bump Whatever Next Lauras Star A tale of two feathers | Six Dinner Sid Biscuit Bear Chinese New Year Story Oliver's vegetables Zig Zog – Teeth Book | Non fiction book about King Princess and the Pea Fairy tales Port side Pirates | The Train Ride Naughty Bus Exploring my world – Planes book Mr Grumpys Outing | Rainbow Fish Handa Surprise Dear Zoo Rumble in the Jungle Gruffalo |
| Role Play Area | Doctors Surgery | Space Ship | Cafe | Castle | Train station, Airport, Bus | Mud hut or a Zoo |
| PSED (Personal, Social and Emotional Development) | Class Rules and responsibilities linked to feelings Building independence Mental health focus Senses Emotions – Mood Monsters Introduction of My Happy Mind Build respectful relationships, express their feelings | Creating & maintaining relationships Friendships Road safety Consider others feelings and perspectives | Keeping safe Online safety Healthy lifestyles Oral Hygiene Gratitude | Feelings Emotions Gratitude Body Image and Self Esteem Explain reason for rules, know right from wrong, being helpful | Growing and changing (SRE) Safety in the environment See themselves as a valuable individual, show resilience and perseverance, set own goal | Maintaining relationships Respect for the environment and animals. Manage their own needs, life stages, babies, getting bigger Recognise the similarities between their home and those of others. |
| Communication and Language | Following instructions Turn Taking Share ideas and thoughts with adults and peers- using talk | Engage in story times Join in with songs and rhymes Listen to and talk about stories and rhymes | Give opinion and share ideas with confidence in different situations Explain what has happened | Respond and question Use full sentences Use new vocabulary | Discussion with others Predict what might happen | Use a full vocabulary including technical language Use conjunctions in sentences |

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| | <p>Listen to rhymes, poems and songs</p> <p>Build listening skills</p> <p>Learn new Vocabulary</p> <p>Engage in story time and non-fiction books</p> | <p>Learn rhymes, poems and songs</p> <p>Ask questions, share ideas</p> <p>Use new Vocabulary</p> <p>Listen to and talk about stories</p> <p>Discussing events in detail.</p> | <p>Use new vocabulary</p> <p>Retelling familiar stories</p> <p>Develop social phrases</p> <p>Listen and talk about non-fiction books</p> <p>Use talk to work out problems</p> | <p>Retell Stories, connecting ideas</p> <p>Articulating ideas and thoughts</p> <p>Explain how things work</p> | <p>Listen and respond with ideas and questions.</p> <p>Interacting and responding to group ideas in discussions.</p> <p>Predict what might happen in familiar texts</p> | <p>Use past, present and future forms</p> <p>Expressing ideas and feelings using full sentences – using past, present and future tenses.</p> <p>Hold conversations with teachers and peers</p> |
| Physical Development | <p>Body strength-coordination and balance.</p> <p>Fine Motor – use a variety of tools including focus on pencil grip</p> <p>Oral Hygiene – link to my body topic</p> | <p>Develop accurate handwriting skills.</p> <p>Develop pencil grip mostly using tripod grip</p> <p>Being a safe pedestrian.</p> | <p>Develop a range of ball skills.</p> <p>Core muscle strength for good posture.</p> <p>Healthy eating, including teeth hygiene link to Food</p> | <p>Combining different movements</p> <p>Moving energetically such as running , jumping, dancing , climbing.</p> | <p>Using a range of small tools e.g. scissors.</p> <p>Accuracy and care when drawing</p> <p>Health and well-being. – links to PSED</p> <p>Being a safe pedestrian.</p> | <p>Following Instructions</p> <p>Using large apparatus indoors and outdoors.</p> <p>Parachute games/ making waves.</p> |
| Literacy | <p>Level 1 phonics</p> <p>Developing mark making skills through gross motor movements</p> <p>Join in with stories, rhymes and songs</p> <p>Letter formation</p> | <p>Level 2 phonics</p> <p>Letter formation</p> <p>Writing initial sounds and basic CVC labels</p> <p>Retell stories through small world and role play</p> | <p>Level 3 Phonics</p> <p>Labels and captions</p> <p>Short sentences- finger spaces, full stops.</p> <p>Draw vocabulary and knowledge</p> | <p>Level 3 phonics</p> <p>Draw vocabulary and knowledge from non fiction books and stories</p> <p>Introducing capital letters.</p> | <p>Level 4 phonics</p> <p>Captions and sentences</p> <p>Use and understand new vocabulary from stories, poems and nonfiction</p> | <p>Level 4 phonics</p> <p>Sentences- finger spaces, caps letter, full stops</p> <p>Use and understand new vocabulary from songs and stories</p> |

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| | Role play and narrative using props Asking questions about the book | Describe events in familiar stories and predict events (join in) | from non fiction and use throughout the day in different contexts | | Discuss what they know/ have found out | Sequence and retell stories Adapt narratives |
| Mathematics | Matching and comparing amounts Representing, comparing and composition of numbers to 3 including subitising Circles and triangles Compare mass, length and capacity Exploring pattern | Representation of numbers to 5 Look closely at the composition of numbers to 5 (including subitising) Squares and rectangles Positional language | Numbers 6, 7, ,8 Comparing numbers to 5- 10 Combining two groups Numbers 9 and 10 Finding pairs Compare mass and capacity Length and height | Number bonds to 10 Starting to count beyond 10 Patterns and number relationships 3D shapes Time | Building numbers beyond 10 Adding more and taking away Doubling and sharing Even and odd Spatial Awareness | Deepening understanding Patterns and relationships Spatial awareness Consolidation |
| Understanding the World | Begin to make sense of their own life story Discussing their family Sense of belonging Talk about what they see using a wide vocabulary | Continue to develop positive attitudes about the differences between people How we celebrate different cultures in | To develop their knowledge of food. Discuss recipes Oral Hygiene | To begin to understand fairy tales and learn through a story. Explorers- develop understanding of characters from | Explore how things work Road Safety Safety on the road Transport over time. | Begin to understand the need to respect and care for the natural environment and all living things Know that there are different countries in and |

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| | <p>Discussion about families and their similarities and differences</p> <p>Look at life in the past e.g. grandparents</p> <p>Look at our bodies and how they work Oral Hygiene</p> <p>Describe and explore local environment - link to maps of the local area</p> | <p>December - Diwali, Chanukah Guy Fawkes.</p> <p>Know some similarities and differences between religious and cultural communities- look at different celebrations e.g. Christmas, Bonfire Night, Diwali, etc.</p> <p>Space</p> | <p>How plants grow</p> <p>Similarities and differences of food from around the world</p> | <p>the past (kings and queens)</p> <p>Pirates</p> <p>Plant growing - Jack and the beanstalk</p> <p>Royal family in different countries</p> | <p>how trains have changed through the ages</p> <p>horses - cars</p> <p>how roads are made</p> | <p>talk about photos or their experiences</p> <p>Africa- animals and their habitats linked to climate and landscape</p> <p>Know some similarities and differences between the world around them and contrasting environments by describing them</p> <p>Compare the local environment and the seaside</p> <p>Link to work on Africa and sea sides in other countries</p> <p>Contrasting environments</p> <p>Make observations of plants and animals and explore the natural world</p> <p>Describe the local environment and wildlife</p> |
| Expressive Arts and Design | <p>Explore the use of colour and design</p> <p>Explore tools and their uses</p> <p>Colour identification</p> | <p>Invent and adapt stories through their role play and small world play</p> <p>Primary colours</p> | <p>Make use of props and materials in the role play area to re-create well known stories</p> | <p>Develop own designs and select materials</p> <p>Create and adapt designs</p> | <p>Perform and create poems, songs and stories and play instruments</p> | <p>Explore the use of a range of tools</p> <p>Have preferences for forms of expression and</p> |

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| | Colour mixing | Colour mixing with intent | Perform songs and stories Drawing with accuracy Selecting tools for a purpose | Joining materials together | Invent and adapt stories through their role play and small world play Exploring the use of textures | explain my use of materials and design |
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