

St Mary's Long-Term Curriculum Map – Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Creation and Covenant The bible is a special book God created the world and said 'indeed it is good.' I am unique and created with love God's gift of creation is a gift of love. I am steward of God's world. We are part of God's family. At baptism we join God's family	Prophecy & Promise God chose Mary. Mary was told that she would have a baby and that baby is Jesus. Angel Gabriel visited Mary to tell her the news. Mary said 'Yes' to God. Advent is a time to get ready for Christmas (the birth of Jesus). Mary and Joseph travelled to Bethlehem. Jesus was born in a stable in a manger. The Shepherd's visited Jesus. Jesus is the Son of God. Jesus came to Earth for all of us Jesus came to earth to bring His light for the whole world.	Galilee to Jerusalem The Wise men followed a star. The Magi visited Jesus with gifts. The Wise men gave baby Jesus Frankincense, Myrrh & Gold. Jesus is God's Son and came for everyone. Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcomes everyone. Jesus welcomes the little children and blesses them. Jesus takes care of everyone.	From Desert to Garden Lent begins on Ash Wednesday Ashes are used as a sign of being sorry Purple is a symbol of Lent Lent is a time to care for others We walk closer to Jesus in the time of Lent Jesus died on the cross. It is a sad time. Jesus was given new life by God his father. Jesus rose and everyone celebrates Jesus died on Good Friday and rose again on Easter Sunday Easter is a celebration that Jesus is still with us. Easter celebrates new life.	To the ends of the Earth Jesus returned to his Father in heaven. The Holy Spirit is our special friend who helps and guides us. The parish church is a special place where we gather with others to pray and celebrate. We are all part of God's family and are called to live in community and help one another. The Holy Spirit brings joy and peace. We can share God's love with others. The Church celebrates special times together. The Holy Spirit helps us make good choices Being part of God's family means looking after each other.	Dialogue and Encounter St Peter and St Paul were special friends of Jesus. , Peter lived his whole life telling everyone about Jesus and was the first leader of the Church. Peter loved Jesus and wanted everyone to know about Him Paul wrote lots of letters to help us know how to be a friend of Jesus. Paul travelled all over the world to tell everyone all about how to be a friend of Jesus. We are all invited to be friends of Jesus. People all over the world know and love Jesus and follow Him. People today still choose to be friends of Jesus.
Communication and Language Talk for Writing	Developing listening and attention skills Develop vocabulary through their play and transition times.	Develop an understanding of listening and why it is important Begin to answer who and what questions	Begin to speak in full sentences Listen to and talk about stories/own experiences in some detail. Begin to use words 'and, then'	Talk about characters, settings and events in a story. Listen and respond to ideas in conversation or play	Listens carefully and stays focused during group discussions Follow multi-step instructions Begins to understand how others are feelings	Listens carefully and responds appropriately in a range of everyday situations. Enjoys listening to longer stories and can

	Engage in story times and join in with repeated phrases Learn rhymes and songs Join in discussion in small groups or 1:1 settings	Listen to others and wait for their turn to speak To start to use story language and vocabulary in play Join in discussion in whole class settings Ask questions to find out more	Listen and focus for longer group discussions Understands and follows simple two-part instructions	Respond to questions – where and why. Use new vocabulary in a range of contexts Retell stories or own experiences in sequence Begin to use the words 'because, so, if'	using clues from what they see or hear Speaks in clear sentences using the right tense and pronouns e.g. he and she.	remember and talk about the key parts. Becoming more independent in following instructions with several steps. Learning to understand and answer different types of questions, including who, what, where, when, why, and how. Using ore longer, well-structured sentences and join ideas using words like and, because and so.
PSED	Begins to understand routines and expectations Start to recognises and talk about feelings To begin to build independence by looking after belongings and managing basic hygiene Begin to form positive relationships with adults and peers Plays alongside others and begins to take turns.	Becomes more independent in routines Begins to manage emotions with adult support. Begins to consider how others are feeling. Follows rules with reminders Develops friendships and begins to play cooperatively. Takes turns and shares more willingly.	Demonstrates control in longer activities. Begins to use talk to problem-solve minor issues. Increasingly manages own personal needs independently (coats, toileting, snack). Begins to make independent choices and decisions. Works cooperatively with others during play and group tasks.	Waits more patiently for turns. Shows increasing ability to manage transitions calmly. Takes responsibility for own actions and learning tools To identify and name healthy foods. Works well with others, taking part in group activities and teamwork. Building positive friendships and learning to trust others.	Focuses on activities they choose and keep trying when things are challenging. Begins to think about their behaviour and how it affects others. Shows independence in all daily routines. Understands the importance of making healthy choices (food, exercise, sleep). Initiates and maintains friendships. Works with others during play and group activities, sharing ideas and taking turns and find solutions together.	Becoming more confident in coping with change and transitions, getting ready for Year 1. Recognise their feelings and learn to manage them independently. Make sensible choices to stay healthy, safe and well. Can confidently manage their personal needs, belongings and daily routines. Builds positive relationships with both adults and other children. Demonstrate kindness, empathy and cooperation towards others.

RSE	Created and loved by God We are created individually by God as part of His creation plan We are all God's children and are special Our bodies were created by God and are good We can give thanks to God! We are each unique, with individual gifts, talents and skills. We are made in God's image but difference is part of God's plan! Our bodies are good and we need to look after them Understanding a healthy lifestyle (exercise, diet, sleep, hygiene)		Made to love others We are part of God's family Understanding Jesus' example of love and valuing special relationships. "Recognising special people and the importance of family, trust, and sharing worries. Understanding how behaviour shapes relationships and recognising that bullying is always wrong Recognising unkindness, responding well, and showing forgiveness like Jesus Recognising how the internet connects us, and that Jesus is our ultimate help. Recognising safe and unsafe online, indoor and outdoor situations and knowing who to ask for help Understanding bodily privacy and the importance of trusting and talking to safe, caring adults. Understanding safe use of medicines and caring for our God-given bodies Recognising people who help us, knowing when to call 999, and understanding basic first aid		Created to live in community Understanding God as love (Father, Son and Holy Spirit) and that we are made to love and be loved Understanding Christian community, Scripture teaching on community, and that all we offer is valuable to God Understanding belonging to different communities and our responsibility to care for others and the world. Understanding different jobs, the value of work in caring for others and the world, and God-given gifts and talents. Understanding money, the difference between wants and needs, and that love is our most important need.	
Physical Development	Begins to move confidently, negotiate space and develop balance and coordination Develops control using one-handed toys (paintbrushes, glue spreaders) Strengthen hands and finger muscles through fine motor play (playdough, threading, pegs)	Developing control and coordination through movement skills such as running, hopping and skipping. Building balance, confidence and awareness when moving, playing games and using equipment. Learning to follow instructions, work in groups and sit well during focused and carpet time activities.	Developing strength, balance and coordination through active play and movement skills Building confidence in using equipment and controlling objects such as balls in different ways Developing a secure pencil grip and control (tripod or pincer) Forming lower case letters correctly and showing increasing	Demonstrates good balance and coordination in games and movement sequences. Controls large movements when jumping, hopping or skipping Building understanding of how exercise helps the body and taking part in active play Beginning to form letters correctly using smooth	Moving with confidence and control, including throwing and catching with increasing accuracy Developing core strength to support good balance and posture when sitting and standing Understanding how movement, rest and exercise help us stay healthy Forming letters correctly and starting to write simple words	Showing control, coordination and strength in a range of movements (jumping, running, climbing, balancing), including team games and apparatus work. Using movement to express ideas through games, dance and role-play. Understanding the importance of physical activity and making healthy choices

	Building hand and arm strength through early mark making and large movements (e.g. big lines, circles and shapes)	Building hand strength and control to use everyday tools like scissors, cutlery and small objects.” Developing fine motor skills through play to help with drawing, writing and hand control. Learning to hold a pencil correctly, form letters and sit well when writing Developing control with simple patterns (e.g. lines, circles, crosses and zig-zags)	accuracy in drawing and colouring Improving control with more detailed patterns (e.g. waves, zig-zags and loops)	writing movements (e.g. loops and curved shapes Using tools safely and with increasing control in everyday activities and learning. Developing independence in dressing skills (fastening zips and buttons)	Using a correct pencil grip and forming letters and words with increasing control and spacing Using scissors and small tools safely and with precision Building hand strength and stamina for longer writing and drawing activities	Writing letters and simple sentences with good control and fluency Writing clearly and fluently using a secure tripod grip Uses a range of fine motor tools confidently (scissors, pencils, cutlery, tweezers). Showing good posture, control and independence in writing, drawing and everyday self-care
Literacy	Listen to and join in with familiar stories To talk about key events and characters in stories To recognise their written name. To begin to orally blend sounds in short words e.g. cat, dog. To identify initial sounds in words To begin to form some letters from their name. To use pictures and marks to convey meaning	Retell and sequence familiar stories using words, props and repeated phrases Engage with a range of books and begin to answer simple questions about stories (who, what). Increasing accuracy in writing their name and forming letters using a letter mat Use taught sounds to label pictures with initial sounds and simple CVC words	Acting out and retelling familiar stories in sequence with increasing detail Beginning to understand story structure, including the beginning, middle and end Talking about stories by sharing opinions and making simple predictions Form lowercase letters correctly and begin to write short sentences with support. Begin using taught sounds (including special friends) to spell words and write labels.	To retell a story they have heard in their own words. To answer questions about stories including the characters, setting and main events (who, what, where, when) To begin to understand how characters are feeling (using pictures and text) Begin to recognise and form capital letters Begin to write simple sentences using finger spaces and full stops Begin to use taught sounds to spell words	Answer a variety of questions about stories and what they have read Use new words from books and retell familiar stories Make simple links between stories and their own experience, including predictions and preferences Form lower and capital letters correctly Write simple sentences independently using phonics to spell words Begin to read their written work back	Answer questions about what they have read and finding information in books Retell stories in order and showing understanding of characters and events Beginning to explain ideas about stories, including simple inferences and opinions Form lower and capital letters correctly and write simple sentences Developing confidence in using capital letters, finger spaces and full stops in sentences

	To give meaning to the marks they make as they write.		Begin to recognise and use finger spaces and spell some common 'red words' correctly (the, a)	and write phrases that can be read by others	Write for different purposes such as stories, labels and instructions	Read back their writing and check it makes sense Write simple stories and factual pieces independently using phonics to spell words
Phonics	Read Write Inc Set 1 Understand that letters represent sounds Recognise taught Set 1 sounds and identify initial sounds in words Begin to orally blend sounds to read simple words (e.g. cat, dog)."	Read Write Inc Set 1 and 2 Recognise and use taught Set 1 and begin Set 2 sounds to read words Blend sounds to read simple CVC words (e.g. cat, pin, dog)." Read and begin to spell common 'red words' (e.g. I, to, the, no, go)." Read short captions and very simple sentences with support Re-read familiar books to build confidence Start to show enjoyment in reading simple texts	Read Write Inc Set 1 and 2 Recognise and use Set 1 and 2 sounds to read words Blend sounds confidently to read simple words and use Fred Talk independently. Read short captions and simple sentences with support Begin to read short storybooks matched to their phonics level Start to read with more confidence and less adult help Re-read familiar books to build fluency and enjoyment	Read Write Inc Set 2 and 3 Recognise Set 1, Set 2 and begin Set 3 sounds Recognise and read common 'red words' Read books, captions and sentences matched to their phonics level Read with increasing fluency and begin to self-correct when reading. Read simple sentences more smoothly, with fewer pauses Blend sounds together to read unfamiliar words (e.g. f-l-a-g → flag)	Read Write Inc Set 2 and 3 Confidently recognise Set 1, Set 2 and some of Set 3 sounds and read common 'red words'." Read short stories with growing independence Read many simple words by blending sounds together (e.g. sh-o-p → shop) Begin to read some words automatically without sounding out Read simple sentences more smoothly and with less stopping Show growing confidence when reading familiar books. Begin to read longer captions and sentences using taught sounds	Read Write Inc Set 2 and 3 Read short, simple stories with growing confidence Read most words by blending sounds together (e.g. c-a-t → cat) Recognise and use most of the sounds they have been taught Blend sounds together to read new words more quickly and independently Recognise many words straight away without sounding them out Begin to read with more fluency and expression Begin to notice that some sounds can be written in more than one way (e.g. ai / ay)

Maths	Match, sort & compare objects (colour, shape or size) Measure & compare (weight & capacity) Recognise and create simple patterns To find, compare and represent 1,2,3 Recognise and count objects up to 5 Say number names in order to at least 10 Match numerals to quantities (e.g. "3" = 3 objects) Subitise small groups of objects (see how many without counting) Understand that numbers can be made up of smaller parts Begin to understand "one more" and "one less"	Identify, compare and name circles, triangles and shapes with 4 sides (e.g. squares, rectangles) To find and compare 4 and 5 Recognise, say and represent numbers 4 and 5 Subitise small groups of objects up to 5 Understand that 4 and 5 can be made in different ways Identify "one more" and "one less" using numbers to 5 Put simple events in order (e.g. daily routines or stories), using such as first, next, then	Count, recognise and represent numbers 0 to 5 Subitise small groups of objects up to 5 Understand that numbers 0–5 can be made in different ways (composition) Combine two small groups to find a total Recognise, count and represent numbers 6, 7 and 8 Subitise quantities up to 8 (see amounts without counting) Understand composition of numbers to 8 Begin understanding odd, even and doubles Compare mass and capacity using everyday objects and using balancing scales to explore weight	Recognise, count and represent numbers 9 and 10 Compare and subitise numbers within 10 Understand that numbers to 10 can be made in different ways (composition) Find "one more" and "one less" within 10 Explore number bonds to 10 (ways of making 10) Find and make doubles up to 10 Compare length and height using everyday objects Talk about and begin to understand time by ordering & sequencing simple events (daily routines) Recognise and name 3D shapes (e.g. cube, sphere, cylinder) Find 2D shapes within 3D shape.	Recognise and build numbers beyond 10 (up to 20) Continue number patterns beyond 10 Verbally count beyond 20 Add small amounts together using objects and pictures Take away objects to find what is left Select shapes for a purpose (e.g. building, pictures, designs) Combine shapes to make new shapes (compose) Break shapes into smaller shapes (decompose) Find 2D shapes within 3D shapes Talk about shapes in the environment and how they are used	Share objects fairly between groups Group objects in different ways Play with and build doubles using objects Identify and talk about patterns in numbers and repeated groups Describe positions using everyday language (e.g. next to, behind, under) Create simple maps of familiar places or stories Identify and describe repeating pattern units Create their own simple pattern rules
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Understanding of the World	To talk about themselves and their family To recognise similarities and differences To explore and investigate the natural environment Talk about what they can see, hear, smell and feel	Talk about important events in their own lives using vocabulary such as yesterday, long ago (e.g. birthdays, holidays) Sequence simple personal events in order (what happened first, next, then) Talk about familiar celebrations (e.g. Bonfire Night, Christmas, birthdays) Talks about winter weather and seasonal changes. Explores different materials (hard, soft, rough). Notices changes in the environment and learns animals need food and care. Talks about their local area and people who help us. Starts to look at simple maps or globes to find countries. Learns about and retells key stories and celebrations such as Christmas, Diwali, and the Nativity story.	Talks about how people change as they grow (baby → child → adult). Looks at photos to compare past and present in their own life. Finds some countries on a simple map or globe. Talks about different environments (hot, cold, city, countryside). Explores materials and what they can do (float, sink, melt). Notices seasonal changes (winter to spring). Talks about how living things grow and change and begins to care for nature.	Talks about stories set in the past (e.g. castles, dinosaurs). Begins to understand life cycles (e.g. frog, butterfly). Identify some countries on a globe Talk about features of different places through stories Observes and talks about seasonal changes. Explore habitats and what living things needs to survive	Talks about important events and memories from their own life. Uses simple time words like past, now, and future. Talks about special places in their community (e.g. park, shop, church). Knows that people have different beliefs and ways of life. Observes changes in plants and animals through hands-on experiences (chicks) Talks about weather and climate in different places.	Uses time words confidently when talking about events. Retells simple stories and facts about people from their past experiences. Knows that people around the world live and celebrate in different ways. Talks about similarities and differences between their life and others. Shows curiosity about nature and simple science (what happens and why). Understands that we need to look after the planet.
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Understanding the world: Themes	All about me	People who help us	Celebrations	Transport	The world around us	Changes
	Learning routines, rules, and classroom expectations Talking about themselves (name, family, likes/dislikes) Understanding emotions and feelings Body awareness (naming body parts, senses) Fine motor skills (name writing, pencil control) Early friendships and sharing	Learning about jobs (doctors, firefighters, teachers, police) Visiting or role-playing community helpers Talking about emergencies and how to get help Building vocabulary about occupations Simple instructions and listening skills	Celebrating birthdays and cultural festivals Learning about events like Christmas, Diwali, Eid, Hanukkah (depending on school) Talking about traditions and family celebrations Arts and crafts linked to festivals Music, dance, and storytelling Understanding similarities and differences	Different types of transport (land, air, sea) Comparing old and new transport Simple forces (moving, rolling, pushing) Designing and building vehicles Maps and journeys (where we travel from/to) Road safety awareness	Exploring seasons (especially winter changes) Weather observation and discussion Local environment (school, park, home) Plants, animals, and habitats (basic awareness) Sensory exploration (textures, natural materials) Early mapping of familiar places	Observing how plants and animals grow Life cycles (caterpillar to butterfly, baby to adult) Personal change over the year ("how have I changed?") Seasons changing (spring to summer) Preparing for Year 1 transition Reflecting on learning and achievements
Understanding the world: Celebrations & events	Harvest Festival Black History Month Diwali	Bonfire night Remembrance Day Christmas Hanukkah	New Year Chinese New Year Valentines Day	Shrove Tuesday Ramadan Eid Lent Mother's Day St Patrick's Day St David's Day Holi (Festival of colour) Holy Week Easter	St George's Day Earth Day VE Day May the Month of Mary Pentecost	Father's Day World Environment Day Graduation Sports Day

Expressive Art and Design	Explores and experiments different materials, textures and tools. To identify primary colours and explore colour mixing. Engages in simple pretend play and role-play based on own experiences. Joins in with songs, rhymes and familiar dances. Explores making sounds with instruments and voices.	Uses different tools and materials to build, cut, stick, and decorate. Makes artwork linked to celebrations (e.g. Bonfire Night, Diwali, Christmas). Chooses materials for a purpose and begins to plan ideas before starting. Develops simple stories in pretend play (home corner, small world). Acts out familiar stories and rhymes with others. Sings songs from memory and moves to music with enjoyment. Uses art and music to show feelings and ideas.	Combines different materials and textures for a purpose. Creates simple pictures or models of people, places, and things. Chooses colours and materials on purpose to get a desired effect. Talks about their work and makes simple improvements. Takes on different roles in pretend play (e.g. doctor, shopkeeper, firefighter). Uses props and objects to support storytelling. Moves expressively to music and responds to rhythm. Learns and performs songs, rhymes, and simple poems.	Uses tools and joining methods independently (stapling, gluing, folding, taping). Experiments with paint effects (sponging, splattering, printing, blending). Designs and builds simple models with a purpose (e.g. vehicles, junk modelling). Explores 3D materials like clay, dough, and construction sets. Creates more detailed role-play and storylines with others. Changes familiar stories to make their own versions. Keeps a steady beat using percussion instruments. Sings and performs confidently in small groups. Begins to talk about what they like in their own and others' work.	Plans and makes artwork independently using different tools and materials. Combines drawing, painting, and collage in one piece of work. Notifies and uses patterns, textures, and shapes in their designs. Expresses ideas and feelings through art, role play, movement, and music. Takes part in class or group performances with confidence. Creates simple dances or musical patterns. Talks about their creative choices (e.g. "I used blue for the sea").	Uses tools and materials with increasing skill and control. Chooses techniques to create specific effects or outcomes. Shows pride and keeps going when completing creative work. Talks about what they did and how they made it. Performs songs, rhymes, and dances with enjoyment. Creates and acts out stories with others. Uses imagination freely in play and creative activities. Combines story, music, and movement in creative ways. Shares their creative work confidently with others.
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