



**GREENVALE PRIMARY SCHOOL – CURRICULUM MAP**

Yearly Curriculum Map 2025-26		Reception					
		Autumn Terms 1&2		Spring Terms 3&4		Summer Terms 5&6	
<b>Topic Title and Driving Questions</b>		Run, Run as fast as you can!  What makes you special?	<b>What's on the menu?</b> What are your favourite things to eat? When might you eat turkey/cake?	<b>Here, there and everywhere!</b> Where would you travel? Where would you like to go on holiday?	<b>Pieces of eight and party plates!</b> When do you celebrate? When have you felt excited or worried?	<b>Roars. Claws and Dinosaurs.</b> Why are there no dinosaurs? Why do some dinosaurs have sharp teeth? Comparing animals and dinosaurs	<b>Veggies Assemble!</b> How can we keep healthy? Why is it important to brush our teeth? How many ways can you use a potato?
<b>Core Text</b>		The Gingerbread Man by Mara Alperin	I'm Going to Eat This Ant by Chris Naylor-Ballesteros	Naughty Bus by Jan Oke	The Pirates Are Coming! by John Condon	Gigantosaurus by Jonny Duddle	Supertato by Sue Hendra
<b>Supporting Texts</b>		Rosie's Walk- Pat Hutchins Biscuit Bear- Mini Grey	Little Glow Non-fiction books about food. Books about celebrations. Christmas Stories	The train ride-June Crebbin Don't let the pigeon drive the bus.	Peter Pan. The pirates next door- Jonny Duddle Easter texts	Dinosaur Roar How big is a million? Non-fiction books about dinosaurs.	Supertato series The enormous turnip. Hansel and Gretel
<b>Communication and Language</b> <i>Listening, Attention &amp; Understanding Speaking</i>		Understand how to listen carefully and why listening is important.  Describe events in some detail.	Listen to and talk about stories and rhymes.  Begin to connect one idea to another using a range of connectives.	Listen to and talk about non-fiction texts.  Articulate their ideas and thoughts in well-formed sentences.	Use talk to work out problems, organise thinking and activities, and to explain how things work and they might happen.	Listen attentively and respond to what they hear with relevant comments.  Ask questions to find out more and to check they understand what has been said to them.	Speak in full sentences, including the use of past, present and future tenses, as well as making use of conjunctions.
<b>Literacy Comprehension Word Reading Writing</b>	Sounds write scheme – phonics  Pathways to writing  Drawing Club	Read individual letters by saying the sounds for them.  Give meaning to the marks they make.	Blend some sounds into words so they can read short words made up of known letter sounds.  Write some recognisable letters.	Read some letter groups that each represent one sound and say the sound for them.  Spell words by identifying the sounds and then writing the sound with letters.	Read a few common exception words.  Read simple phrases and sentences made up of words with known letter-sounds.  Write simple phrases.	Re-read what they have written to check it makes sense.  Write short sentences with words with known letter-sounds using a capital letter and a full stop.	Demonstrate understanding of what has been read to them by retelling stories using their own words.  Read aloud simple sentences that are consistent with their phonic knowledge.  Write simple sentences that can be read by others.
<b>Mathematics</b> <i>Number Numerical Patterns</i>	<b>NCETM Mastering Number</b>	Subitise and count. Explore composition of numbers to 5. Compare sets of objects. Represent numbers to 5 on a Hungarian Number Frame  Identify, name and describe 2D shapes. Talk about time and sequence.		Connect quantity to numerals Subitise beyond 5. Begin to identify missing parts for numbers within 5. Explore the structure of numbers 6 and 7 as '5 and a bit'. Begin to identify when numbers are equal or not and link this to doubles.  Compare mass, capacity, length, height. Describe position and explore mapping.		Continue to develop counting practice. Explore representations of numbers on a Hungarian number frame an tens frame. Understand '1 more' and '1 less' within 10. Develop conceptual subitizing using a rekenrek.  Recognize, name and describe 3D shapes. Recreate and represent models. Recap and review	
<b>Sft scheme Physical Development</b> <i>Gross Motor Skills Fine Motor Skills</i>	<b>PE – gross motor</b>	Negotiate space and obstacles safely, with consideration for themselves and others.	<b>'Balanceability'</b> body-strength, balance, co-ordination and agility	<b>Jumping</b> Revise and refine the fundamental movement skills they have already acquired	<b>Dance</b> Listen attentively, move to and talk about music	<b>Play</b> Progress towards a more fluent style of moving, with developing control and grace	<b>Target (ball skills)</b> Develop confidence, competence, precision and accuracy
	<b>Fine motor-Letter Join</b>	Develop their fine motor skills so they can use a range of tools competently, safely and confidently. E.g. pencils, paintbrushes, scissors, knives and forks and spoons.		Develop the foundations of a handwriting style which is fast, accurate and efficient - following school policy.		Hold a pencil effectively in preparation for fluent writing – using a tripod grip. Use a range of small tools effectively and safely. Begin to show accuracy when drawing.	



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<b>Personal, Social and Emotional Development</b> <i>Self-regulation Managing self Building Relationships</i>		See themselves as a valuable individual  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.  Manage their own needs – personal hygiene.		Show resilience and perseverance in the face of challenge.  Think about the perspective of others.  Know and talk about the different factors that support their overall health and wellbeing.		Set and work towards simple goals, being able to wait for what they want and control their immediate impulses where appropriate.  Explain the reasons for rules and know right from wrong.  Work and play cooperatively and take turns with others.	
	<b>Understanding the World</b> <i>Past and Present People, Culture and Communities The Natural World</i>	<b>Snap Science scheme</b>	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Describe what they see, hear and feel whilst outside. Recognise that people have different beliefs and celebrate special times in different ways.		Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.  Comment on images of familiar situations in the past.  Understand that some places are special to members of their community.		Compare and contrast characters from stories, including figures from the past.  Recognise some similarities and differences between life in this county and life in other countries.  Understand the past through settings, characters, and events encountered in books read in class and storytelling.
	<b>Online Safety</b>	<b>THEME:</b> Online reputation EYs video lesson	<b>THEME:</b> Online bullying EYs video lesson	<b>THEME:</b> Online relationships EYs video lesson	<b>THEME:</b> Managing online information EYs video lesson	<b>THEME:</b> Copyright and ownership EYs video lesson	<b>THEME:</b> Health wellbeing and lifestyle EYs video lesson
<b>Expressive Arts and Design</b> <i>Creating with Materials Being Imaginative and Expressive</i>	<b>Art</b>	<b>Drawing</b> Create simple representations of people, objects and events. Chooses a particular colour for purpose. <b>Represent their own ideas thoughts and feelings.</b>  <b>Printing</b> Exploring a range of ways to print – fruit and veg, body parts, materials etc. Using resources from environment – e.g. leaves for leaf printing.		<b>Collage</b> Exploring ways of sticking (PVA glue/pritt-stick) Exploring with layering and over-lapping. <b>Use tools effectively and safely e.g. scissors</b>  <b>Painting</b> Explores colour and how it can be changed. Experiments with what happens when colours are mixed. Demonstrates experiences and responses through paint		<b>Sculpture</b> Junk modelling – using different forms of attachment e.g. tape, glue, pipe cleaners. Construct with a purpose in mind.  <b>Textiles</b> Explore a range of materials and textures. Experiment to create different textures. Explore combining media and materials to create new effects. <b>Use media and materials in original ways</b>	
	<b>DT</b>	<b>Construction</b> Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Uses various different construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Constructs with a purpose in mind, using a variety of resources.  <b>Mechanics</b> Explore with different types of attaching materials e.g. glue, tape, string		<b>Materials</b> Beginning to be interested in and describe the texture of things. Realises tools can be used for a purpose. Understands that different media can be combined to create new effects. Beginning to explore a range of cutting and shaping techniques (such as tearing, cutting and folding).  <b>Electricals</b> Appropriate use of electrical equipment such as torches and battery operated toys		<b>Food</b> Understand essential hygiene requirements when working with food. Expressing preferences regarding food. Participate in small group cooking experiences.  <b>Textiles</b> Explores a range of textiles and offers their opinions and preferences on their colour/texture etc. Explore with textiles in their play.	
	<b>Music – Music express scheme</b>	<b>Term 1 – Beat</b>	<b>Term 2 - Rhythm</b>	<b>Term 3 – Pitch</b>	<b>Term 4 - Beat</b>	<b>Term 5 – Rhythm</b>	<b>Term 6 – Pitch</b>
		Listen attentively, move to and talk about music, expressing their feelings and responses.	Explore and engage in music making and dance, performing solo or in a group.	Perform songs, rhymes, poems and stories with others and when appropriate – try to move in time with the music.			
<b>Visits or Wider experiences</b>	<b>Cross-Curricular link</b>	<b>Baking Gingerbread</b> External visitors-paramedic	<b>Parents to talk about special celebrations</b>	<b>Arriva Bus Visit</b> Vehicle visits Following maps	<b>Parent Pirate Dress up picnic</b> Party planning for parents	<b>Virtual Museum Tours</b>	<b>Farm experience</b> Cooking workshop