

# CURRICULUM MAP

## 2025-2026: RECEPTION/EYFS



ST PHILIP'S SCHOOL

	MICHAELMAS 1	MICHAELMAS 2	LENT 1	LENT 2	SUMMER 1	SUMMER 2
Term Theme	Understanding ME! 'Created & Loved by God'		Understanding OTHERS! 'Created to Love Others'		Understanding my SURROUNDING! 'Created to Live in a Community'	
Theme	Space	Nature	Monsters	Superheroes	Animals	Oceans
Creative Curriculum Links	Starting school/my new class. New beginnings. What I am good at. My family. How I have changed.	Celebrations/festivals. Autumn. My body.	Where I live. Contrasting environments & customs. Light & dark.	Signs of spring. When I grow up.	Farms. Growing & life cycles. Animals around the world. Recycling.	Under the sea. Pirates. Water. Travel & transportation.
Key Events	Transition Birthdays Harvest Emergency Services Day Space Week	Remembrance Halloween Diwali Bonfire Night Nativity Christmas	New Year Valentines Chinese New Year	Women's History Holi Pancake Day Eid & Ramadan	World Book Day Mother's Day Springtime Life Cycles Easter St George's Day	World Dinosaur Day Father's Day World Oceans Day Sports Day Transition
Trips/ Visits	GlueGang – Galaxy Globe RNLI Visit Science Museum	Wetland Centre		KidZania Guide Dogs	Rocky's Animals Battersea Park Children's Zoo	SeaLife London Teddy Bear Picnic
Specific Areas						
Literacy – Word Reading	Set 1 <b>m a s d t i n p g o c k u b f e l h r j v y w z x</b>	Set 1 <b>sh th ch qu ng nk ck</b>	Set 2 <b>oo (as in look) ar or air ir ou (as in out) oy</b>	Set 3 <b>u-e (as in huge) aw (as in yawn) are (as in care)</b>	Set 3 <b>ow (as in brown) ai (as in snail) oa (as in goat) ew (as in chew)</b>	Set 3 Review all sets.

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	<p>Tricky Words: <b>the to now go I was</b></p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily.</p> <p>Ensure books are consistent with their developing phonic knowledge.</p>	<p><b>ay ee igh ow (as in blow) oo (as in zoo)</b></p> <p>Tricky Words: <b>you they as has his her into she he</b></p> <p>words with –s /s/ added at the end (hats sits)</p> <p>words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound.</p>	<p>Set 3</p> <p><b>ea (as in tea) oi (as in spoil) a-e (as in cake) i-e (as in smile) o-e (as in home)</b></p> <p>Tricky Words: <b>of we me be my by all are</b></p> <p>words with double letters</p> <p>longer words</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.</p> <p>Provide</p>	<p><b>ur (as in nurse) er (as in letter)</b></p> <p>Tricky Words: <b>said so have like some come love do</b></p> <p>words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words</p> <p>words with s /z/ in the middle</p> <p>words with –s /s/ /z/ at the end</p> <p>words with –es /z/ at the end</p> <p>Reading: Story structure- beginning, middle, end.</p>	<p><b>ire (as in fire) ear (as in hear) ure (as in pure)</b></p> <p>Tricky Words: <b>were here little says there when what one out today</b></p> <p>CVCC CCVC CCVCC CCCVCC longer words and compound words words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.</p>	<p>Review Tricky Words</p> <p>Reading: Reading simple sentences with fluency.</p> <p>Reading CVCC and CCVC words confidently.</p>
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		<p>For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>		
Literacy Writing	<p>Text Types: Names, labels, messages and simple phrases.</p> <p>SPaG: <b>Representing name and initial letter sounds.</b> Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p>	<p>Text Types: Names, labels, information and sequences.</p> <p>SPaG: <b>Writing CVC words.</b> Retelling of stories. Story scribing. Sequencing a story. Practicing correct letter formation.</p>	<p>Text Types: Names, labels, information, sequences, short sentences.</p> <p>SPaG: <b>Caption writing &amp; tricky words.</b> Writing CVC words and some tricky words.</p>	<p>Text Types: Names, labels, captions, story boards, short sentences and information and letters.</p> <p>SPaG: <b>Begin to hold and write a simple sentence.</b> Creating my own story maps with accompanying simple sentences.</p>	<p>Text Types: Names, labels, simple phrases, sentences, retelling, instructions.</p> <p>SPaG: <b>Hold and write a simple sentence.</b> Writing for purpose in role play with plausible attempts at words.</p>	<p>Text Types: Names, labels, phrases, sentences, poems &amp; information.</p> <p>SPaG: <b>Writing simple sentences and phrases that can be held by others.</b> Story writing, writing sentences using a range of tricky words that</p>

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	<p>Writing initial sounds and simple captions.</p> <p>Practising correct letter formation.</p>		<p>Write a sentence.</p> <p>Ensuring correct letter formation.</p>	<p>Ensuring correct letter formation.</p>	<p>Form lower case and capital letters correctly.</p> <p>Rhyming words.</p> <p>Writing two sentences.</p> <p>Ensuring correct letter formation.</p>	<p>are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Using familiar texts as a model for writing own stories.</p> <p>Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation.</p>
Literacy Comprehension	<p><b>Listening to stories.</b></p> <p>Joining in with rhymes and giving an opinion/ favourite with reason.</p> <p>The 5 concepts of print: meaning, purpose, left to right, top to bottom &amp; parts of a book.</p>	<p><b>Retelling stories.</b></p> <p>Retell stories through an event: acting, role play.</p> <p>Retelling using pictures.</p> <p>Editing story maps to tell a story.</p> <p>Sequencing using beginning, middle and end.</p>	<p><b>Retelling stories with recently encountered vocabulary.</b></p> <p>Making up stories where I am the main character.</p> <p>Recording my stories through mark making &amp; drawing.</p>	<p><b>Building fluency and understanding.</b></p> <p>Re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p>Use vocabulary that is increasingly influenced by books.</p>	<p><b>Explaining stories listened to and read.</b></p> <p>Retell a story with actions and picture prompts.</p> <p>Use story language when acting out a narrative.</p> <p>Rhyming words.</p> <p>Explain the main events of a story.</p> <p>Can draw pictures of characters/ event</p>	<p><b>Demonstrating understanding of stories by retelling in own words using recently encountered vocabulary.</b></p> <p>Listen to stories, anticipating key events.</p> <p>Respond to what they hear with relevant comments,</p>

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	Using pictures to sequence and a story.			Developing their own narratives and explanations by connecting ideas or events.	/setting in a story. Include labels, sentences or captions	questions and reactions. Make predictions. Beginning to understand fiction and non-fiction. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title
Mathematics	<b>Match, sort &amp; compare.</b> Matching objects. Matching pictures to objects. Identifying sets. Sorting objects to a type. Explaining and creating sorting rules. Comparing amounts.	<b>Circles &amp; Triangles.</b> Identify, name & compare circles and triangles. Shapes in the environment. Describing position.  <b>1, 2, 3, 4 &amp; 5.</b> Find, subsidise & represent 4 & 5. 1 more, 1 less. Composition of 1-5.	<b>Alive in 5.</b> Introduce zero. Find, subsidise and represent 0-5.  <b>Mass &amp; Capacity.</b> Compare mass. Find a balance. Explore and compare capacity.	<b>Length, height &amp; time.</b> Explore and compare length. 1 more, 1 less. Composition. Conceptual subsidising of 5.  <b>Building 9 &amp; 10.</b> Compare, represent and conceptually subitise to 10.	<b>To 20 and beyond.</b> Build numbers beyond 10 (to 13). Continue patterns beyond 10 (to 13). Talk about time. Order and sequence time.  <b>Growing 6, 7 &amp; 8.</b> Verbal counting beyond 20.	<b>Sharing &amp; Grouping.</b> Explore sharing. Sharing.  <b>Visualise, build &amp; map.</b> Explore grouping. Grouping. Even and odd sharing. Play with and build doubles.  <b>How many now?</b> Verbal counting patterns.

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	<p><b>Talk about measure &amp; patterns.</b> Compare size, mass &amp; capacity. Explore, copy, continue &amp; create simple patterns.</p> <p><b>It's Me! 1, 2, 3.</b> Find, subsidise and represent 1, 2 &amp; 3. 1 more, 1 less. Composition of 1, 2 &amp; 3.</p>	<p><b>Shapes with 4 sides.</b> Identify and name shapes with 4 sides. Combine shapes with 4 sides. Shapes in the environment. My day &amp; Night.</p>	<p>Find and represent 6, 7 &amp; 8. 1 more, 1 less. Composition of 6, 7 &amp; 8. Making odd and even pairs. Double to 8. Combine 2 groups. Conceptual subitising.</p>	<p>Bonds to 10. Make arrangements of 10. Doubles to 10. Explore even and odd.</p> <p><b>Explore 3D shapes.</b> Recognise and name 3D shapes. Find 2D shapes within 3D shapes. 3D shapes in the environment. Identify more complex patterns. Copy and continue patterns. Patterns in the environment.</p>	<p>Add more. How many did I add? Take away. How many did I take away?</p> <p><b>Manipulate, compose &amp; decompose.</b> Select shapes for a purpose. Rotate and manipulate shapes. Explain shape arrangements. Compose shapes. Copy 2D shape pictures. Find 2D shapes within 3D shapes.</p>	<p>Create and explore own pattern rules. Replicate and build scenes and constructions. Visualise from different positions. Describe positions. Give instructions to build. Explore mapping. Represent maps with models. Create own maps from familiar places. Create own maps and plans from story situations.</p> <p><b>Make connections.</b> Deepen understanding. Patterns and relationships.</p>
Understanding the World	<b>Past &amp; Present</b>					

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	<p>Talk about members of their family using photographs. Ourselves, our bodies. Their past &amp; time as a baby.</p>	<p>Festivals, what do I do for Christmas? Using maps of the world to show where festivals take place.</p>	<p>Jobs, what do my family do for their job? Which jobs would I like to do? <b>I know that I am a part of God's family as well as my own.</b></p>	<p>Which superhero is my favourite? Which superpower do I wish I had? Real life superheroes across the world.</p>	<p>Bringing baby animals into the world. How the world looked before.</p>	<p>Dinosaurs – the first to roam the earth. How people used to travel. Pirates and the first people to travel the seas.</p>
<b>People, Culture &amp; Communities</b>						
	<p>My immediate environment, the classroom/ school. Where 'home' is. Explaining what makes a family unit and its members. <b>I know that the Church is special within my family and the community.</b></p>	<p>Cultural events and the stories behind them – Halloween, Diwali, Bonfire Night &amp; Christmas Nativity. How festivals are celebrated.</p>	<p>Our new year and Chinese New Year, how is it different? Which jobs help our city run? <b>I know ways that Jesus helped (feet washing) people in his community.</b></p>	<p>What our mothers do for us, how we can appreciate them. Do I know a superhero? The importance of Easter. How is Holi celebrated? <b>I know that I must care for all God created beings, as well as myself.</b></p>	<p>Maps of a farmyard. The roles and jobs working on the farm.</p>	<p>The roles of people who get us places – pilots, bus drivers, taxi drivers. <b>I know ways that Jesus helped people in his community (feeding 5000), and how I can help too.</b></p>
<b>The Natural World</b>						
	<p>Weather and appearance of Autumn.</p>	<p>Weather and appearance of Winter.</p>	<p>Exploring light &amp; dark. The life of nocturnal animals.</p>	<p>The first signs of Spring.</p>	<p>Life cycles of animals – chicks, butterflies, tadpoles.</p>	<p>Our ocean and life under the sea.</p>



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	<p>Animals and plants in the School Garden.</p> <p><b>I know what is made by man and what is made by God.</b></p> <p><b>I know that the world was created in 7 days and what happened on each day.</b></p>	<p>Arctic animals' adaptations - how they survive the cold.</p> <p>The changes of water when frozen and melted.</p> <p>The life of trees.</p>		<p>The life of flowers/plants.</p>	<p>Observing minibeasts.</p> <p>Our planet – why recycle?</p>	<p>Weather and appearance of Summer.</p> <p>The differences of land and water.</p> <p>Water cycle.</p>
Expressive Arts & Design	<b>Creating with Materials</b>					
	<p>Colour mixing.</p> <p>Portraiture of self and loved ones.</p> <p>Autumn art applying mixed media following theme.</p> <p>Exploring textures of the natural world.</p>	<p>Exploring light &amp; dark colours creating Halloween and Bonfire pictures.</p> <p>Using simple tools effectively to make a Diva Lamp.</p> <p>Joining materials putting together Christmas projects.</p>	<p>Exploring pattern and colour to create winter art explaining choices.</p> <p>Joining materials and providing structure to make a Chinese lantern.</p> <p>Explaining theme to artwork around Valentines.</p>	<p>Combining media to create different effects exploring springtime and flower art.</p> <p>Experiment and select equipment for precision to colour mandalas around Holi.</p>	<p>Combining materials and evaluating choices to make farm pictures.</p> <p>Using diverse materials to achieve a purposeful instrument.</p>	<p>Selecting and manipulating materials to create a paper plate jellyfish and under the sea art.</p> <p>Water and sand tray exploring land and ocean.</p>
	<b>Being Imaginative &amp; Expressive</b>					

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	<p>Role play within the home corner taking on family role.</p> <p>Tapping and moving to a familiar beat.</p> <p>Exploring the movements of the body to music.</p> <p>Learning and singing Harvest songs.</p> <p>Small world of leaves, twigs and objects in the garden.</p>	<p>Explore the sounds of different instruments around the world studying Diwali.</p> <p>Singing songs and applying actions to familiar Christmas songs.</p> <p>Role play within the home corner with festive influence.</p>	<p>Small world of Arctic Explorers.</p> <p>Role play within the reading corner of the Arctic.</p> <p>Adapting movement to tempo to celebrate Chinese New Year through music.</p>	<p>Role play dress up area of real-life superheroes.</p> <p>Singing songs and applying actions to familiar Easter songs.</p>	<p>Role play farm shop and gardening centre. Home corner with babies both human and animal to explore life cycles and growing.</p> <p>Small world of 'On the Farm'.</p> <p>Junk modelling music, creating a repeated rhythms using home-made instruments.</p>	<p>Singing songs and applying actions to pirate and transportation songs.</p> <p>Small world dinosaur tasks.</p>
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### Prime Areas

Communication & Language	Listening, Attention & Understanding					
	Following listening instructions.	Listening to songs and stories about the Nativity and Christmas.	Listening to stories to build familiarity, understanding and increase vocabulary.	Sustained focus when listening to a story.	Relate the stories they have listened to in their lives and their role play.	Listening to stories, actively anticipating key events.
	Carpet time activities.	Listening to stories and developing vocabulary.		Understanding question words such as what, where, who...		

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		<b>Speaking</b>				
		Showing interest in conversation. Interest led role playing. Adult modelled language “Thank you!” “Good morning!” “How are you?”. Individual speech assessments	Discussing shared experiences linking to festivals/ celebrations. Sharing weekend news. Using language to imitate different roles.	Ability to speak in sentences using language to develop conversation. Asking how and why questions. Shearing Christmas holiday news.	Retelling stories. Expanding vocabulary to describe characters, settings and situations. Describing events in detail using connectives.	Retelling stories with an increased knowledge of story language and phrases. Making up own stories with a beginning, middle and end. Able to talk about own abilities in a positive way. Make comments about what has been heard or seen. Offering explanations as to why things have happened.
Personal, Social & Emotional Development		<b>Building Relationships</b>				
		Demonstrate an understanding and ability to turn take. Showing kindness to others. <b>Friendship with Jesus through Baptism.</b>	Getting on and falling out. Building constructive and respectful relationships.	<b>I know ways that Jesus was a good friend (forgiveness).</b> Learning about and celebrating differences. Dealing with the Emotions of others in particular scenarios.	Knowing and demonstrating what makes a good friend. Committing random acts of kindness to others.	<b>I know how the Holy Trinity teaches love, God loves me, and I love others too.</b> Looking after others, parent and babies. Work and play collaboratively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity.
		<b>Self-Regulation</b>				
		Sharing goals from the past and major growth points	<b>I know that when I feel sad,</b>	Identifying and managing feelings	Being able to wait patiently and turn take.	Setting and assessing dreams and goals. Showing an understanding of their own feelings

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	<p>recognised by the child.</p> <p><b>Respect each other, respect adults.</b></p>	<p><b>Jesus can help me.</b></p> <p><b>I know that God will forgive me for my mistakes.</b></p> <p>Confidence and building self.</p>	<p>socially and emotionally.</p>		<p>Showing resilience and perseverance in face of challenge.</p>	<p>and those of others. Set and work towards simple goals. Being able to wait for what they want and control immediate impulses.</p>
<b>Managing Self</b>						
	<p>Coping with new beginnings and seeing themselves as part of a new group. Seeing themselves as a valuable individual. Class rules and routines.</p>	<p><b>I know that I am supported and loved by God at every point of my growth.</b></p> <p>How to deal with anger emotions. Dealing with and explaining problem solving.</p>	<p>Developing good personal hygiene including oral. Understanding how to stay healthy.</p>	<p><b>I know that my body is private and how to keep it safe.</b></p> <p>Tidying up after oneself and understanding the importance of this. Looking after our planet.</p>	<p>Looking after others. Friendships. Discuss and understand turn taking and tidying up after ourselves.</p>	<p>Taking part in a sports event; sports day. Winning and losing. Understanding physical changes in self and body.</p>
Physical Development	<b>Gross Motor</b>					
	<p><b>I know that I was made special by God and how to care for my God given body.</b></p>	<p>Ball skills – both throwing and catching. Balancing activities through various traveling activities.</p>	<p>Ball skills – aiming, dribbling, pushing, throwing &amp; catching. Dance – move to music.</p>	<p>Move to music with confidence to dance related activities. Dance – spin, tilt, slide and bounce. Understanding the importance of the</p>	<p>Obstacle activities which allow choice of movement over, under, through and around a range of equipment.</p>	<p>Races and competitive sports both one man and team events. Gymnastics – to balance for increasing periods.</p>

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<p>Spatial awareness- ways of moving and traveling around a room.</p> <p>Developing proper personal hygiene – toileting and handwashing.</p> <p>Putting on own clothing such as jumper and shoes.</p>	<p>Dance related activities demonstrating a beat and following of given rhythm.</p>	<p>Gymnastics – to balance for increasing periods.</p>	<p>different aspects of a healthy lifestyle.</p>	<p>Highly active play to get out of breath several times per day.</p>	
<b>Fine Motor</b>					
<p>Daily name writing activities showing preference of a dominant hand.</p> <p>Moving away from a whole handed grip of a pencil and paintbrush – encouraging a tripod grip.</p> <p>Using play dough and other materials to manipulate shapes.</p>	<p>Precise working using threading and weaving techniques. Using scissors, with increasing accuracy in grip, to cut different materials. Use tools to effect changes to materials when crafting.</p> <p>Increasing letter formation and pencil grip.</p>	<p>Encouragement to draw freely developing muscle tone to put pencil pressure on paper. Holding small objects and applying them to craft projects.</p> <p>Begin to form letters correctly.</p> <p>To cut accurately along straight and zig zag lines.</p>	<p>Hold a pencil effectively with comfortable grip to form notable letters correctly formed.</p> <p>Precise working using threading and weaving techniques.</p>	<p>Use one hand consistently for fine motor activities.</p> <p>To cut along straight and curved lines.</p> <p>Drawing a range of lines including a cross.</p> <p>Colour inside the lines of a picture.</p>	<p>Begin to draw diagonal lines and draw pictures that are recognisable.</p> <p>Build with smaller linking blocks such as LEGO.</p> <p>Hold a pencil correctly in preparation for fluid writing.</p> <p>Use small tools correctly including cutlery.</p>