|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Portobello Primary School**  **Reception Curriculum Map 2025-2026** | | | | | | | | | |
|  | | **AUTUMN 1**  **Marvellous Me** | | **AUTUMN 2**  **Special Days** | **SPRING 1**  ***Let’s Celebrate Yum Yum*** | **SPRING 2**  **All Things Bright and Beautiful** | **SUMMER 1**  **Great Big World** | | **SUMMER 2**  **Look at Me Now** |
| **Educational Visits**  **Enrichment Opportunities**  **Themed Days** | | * Back to School * Children meeting their buddies from Y6 * Harvest Festival * Friendship Month * Jeans for Genes Day * Black History Month (UK, IRL & NL) * Grandparents Day – lunch with a grandparent | | * Guy Fawkes * Bonfire/Fireworks Night (Possible visit from the fire brigade) * Remembrance Day * Diwali * Road Safety Week (UK) * Children in Need * Anti-bullying Week * Christmas Jumper Day * Christmas Plays * Christmas Party * Christmas Fayre * A trip to Washington Art Centre to see ‘The Three Bears at Christmas’ | * NSPCC – Speak Out * Chinese New Year * RSPB Big Garden Watch * National Story Telling Week - Birtley Library Visit * Children’s Mental Health Week * Random Act of Kindness Day (delivering cards to neighbours, recap on road safety) * Safer Internet Day * Lunch with buddies * Valentine’s Day Disco * A trip to Morrisons in Birtley to buy some food to cook * Easter | * World Book Day, story time with a grandparent * International Women’s Day * [British Science Week](https://littleowls-premium.com/british-science-week) * [Red Nose Day](https://littleowls-premium.com/red-nose-day) * [Global Recycling Day](https://littleowls-premium.com/global-recycling-day) * [Mother’s Day (UK)](https://littleowls-premium.com/mothers-day) * [World Oral Health Day](https://littleowls-premium.com/world-oral-health-day) * [World Poetry Day](https://littleowls-premium.com/world-poetry-day) * [World Water Day](https://littleowls-premium.com/world-water-day) * [Ramadan](https://littleowls-premium.com/ramadan) * World Autism Acceptance Week * [Eid Al-Fitr](https://littleowls-premium.com/eid-al-fitr) * A visit to Hall Hill | * [National Walking Month](https://littleowls-premium.com/national-walking-month) * [Sun Awareness Week](https://littleowls-premium.com/sun-awareness-week) * [International Nurses Day](https://littleowls-premium.com/international-nurses-day) * National Numeracy Day * Summer Safety – Safety Works Newcastle | | * Using public transport (Bus/Metro/Ferry) * [World Environment Day](https://littleowls-premium.com/the-environment) * International Picnic Day – invite your family in for a picnic (links to Father/Male Role Model) * [National School Sport Week (UK)](https://littleowls-premium.com/sport-and-pe-games) * Sports Day * Father’s Day |
| **Core Texts (Main stories)** | | * The Three Little Pigs * Ruby’s Worry * The Colour Monster * Topsy and Tim Go to School * Tango Makes Three * Something Special * Owl Babies * Hetty’s Big Moment * Winnie the Witch * Funny Bones * The colour monster goes to school | | * Kipper’s Birthday * Little Glow * Binny’s Diwali * Remember, remember the fifth of November – Deborah Webb * Father Christmas Raymond Briggs * The Snowman * The Christmas Story * The Jolly Christmas Postman | * Goldilocks and the Three Bears * Pancake Day * The Tiger Who Came to Tea * The most exciting Eid * Stay For Dinner * A Taste of Home * The very hungry caterpillar * Confetti * Festival information books * We’re going on an egg hunt. | * Handa’s Surprise * Jack and the Beanstalk * What the Ladybird Heard * Animal and Plants Non fiction books * Betsy Buglove Saves the Bees * Mad About Minibeasts | * Alfie Goes Camping * We’re all Going on a Bear Hunt * Transport information books * The snail and the whale * Under the same sky | | * Nala’s World * Whatever Next * The Lion Inside |
| **Show and Tell** | | People Who Are Special to Me | | Something That Makes Me Happy | My Favourite Food | A Special Book | A Place I Have Been | | Something that Represents Me |
| **Songs and Rhymes** | | **Traditional Rhymes**   * Head, shoulders… 1,2,3,4,5 once I caught * Tommy Thumb * If you’re happy and you know * Jack and Jill   **Themed Songs**   * Me! Super Simple Songs * Something Special - Friends Song * Let's Be Friends by London Rhymes   **Autumn**   * 5 Autumn leaves * Dingle, Dangle scarecrow * Remember, Remember | | **Christmas**   * Nativity songs * Christmas Carols * Twelve days of Christmas * Jingle Bells * Frosty the snowman * We wish you a Merry Christmas | **Traditional Rhymes**   * When Goldilocks went to * Hot Cross Buns * 5 Current Buns * When Goldilocks went to   **Themed Songs**   * On top of spaghetti all covered in cheese Pizza Hut song   **Easter Songs**   * Spring Chicken * Plant a little seed * Hop Hop Hop | * Miss Polly * She sells sea-shells * Incy Wincey spider * There was an old lady * Mary had a little lamb * Little Bo peep   **Themed Songs**   * Old McDonald * The farmer’s in his den * ABC Song - Animal Safari | **Traditional Rhymes**   * It’s raining, it’s pouring * When bear went over the mountain * The wheels on the bus Down by the station * There was a princess long ago * A pirate went to sea, sea * Wheels on the bus | | * The Grand old Duke of York |
| **Stay and Play Focus/Links with Parents** | | * Meet the Teacher * Little Wandle welcome meeting * Story and Snuggle with a grandparent * Parent Consultations * SEN Meetings with parents | | * Christmas Craft Day * Christmas Performances |  | * Parent Consultations * SEN Meetings with parents |  | | * Reception Class Assembly * Sports Day * DT Showcase |
| **Communication and Language** | **Listening, Attention and Understanding** | * Listen to simple stories for short periods of time * Engage in rhyming activities * Understand and respond to questions with increasing accuracy * Respond to two step instructions * Talk ‘with’ and not just ‘to’ a peer * Respond to questions from an adult as part of a conversation | | | * Engage in story sessions for longer periods of time * Engage in rhyming activities and display an increasing awareness of rhyme * Recall simple stories and develop awareness of story events * Talk about the content of non-fiction books * Ask questions to continue a conversation thread | | * Listen attentively, for a sustained period of time * Listen attentively to both fiction and non-fiction books * Respond to what they hear by asking relevant questions or making relevant comments * Engage actively in conversation with a range of familiar adults and friends | | |
| **Speaking** | * Look at and listen carefully to the person they are speaking to * Begin to learn new topic vocabulary * Wait for their turn to speak * Speak in a full sentence using the correct tense and word order * Begin to develop their own narratives * Use talk to help work out problems and organise thinking and activities * Learn rhymes, poems and songs | | | * Use new taught vocabulary in context * Articulate their ideas and thoughts in well-formed complete sentences * Use talk to help work out problems and organise thinking and activities. * Retell a story, once they have developed a familiarity with the text * Learn rhymes, poems and songs | | * Confidently join in with small group and class discussions * Demonstrate use of their newly learnt vocabulary without being prompted * Use the correct verb tense when retelling a story or discussing an event * Describe events in detail and the correct chronological order * Use talk to help work out problems and organise thinking and activities * Learn rhymes, poems and songs | | |
| **Personal Social and Emotional Development** | **Self-Regulation** | * Approach a safe adult when attention is required * Put their hand up when wanting to contribute. * Wait for their turn for resources * Ensure that the task is completed before moving on, support from an adult could be included * Follow simple one step instructions | | | * Show an awareness of emotional support requirements for others * Begin to understand the effect that they can have on the emotions of others * Begin initiating and negotiating sharing with their friends * Complete a task without reminders for a short amount of time * Follow simple two step instructions | | * Regulate own behaviours in order to find solutions to conflicts * Decide when to interrupt or to seek support from elsewhere * Regulate themselves to wait until what they want is available * Know when a task is completed before moving on * Follow instructions involving several ideas | | |
| **Managing Self** | * Separate from their main carer happily and come into school independently * Take coat on and off * Learn and follow the school expectations in different contexts (lunchtime, outdoors, in the classroom) * Use appropriate manners to ask an adult for help or to do something * Communicate to an adult if they have had a toileting accident | | | * Try new activities * Try again if they don’t succeed the first time * Understand why we need rules and how they help to keep us safe * Put coats and shoes on mostly independently | | * Maintain focus for a longer period of time Change their approach to something to be able to succeed * Notice if they or others break the rules and understand there will be a consequence * Regulate own behaviours in order to find solutions to conflicts | | |
| **Building relationships** | * Play and learn alongside friends * Separate from an adult when entering school without distress * Have at least one friend whom they chose to play alongside * Seek emotional support for themselves * Put their hand up and not shout out when wanting to contribute | | | * Co-operate with another child to complete a task, whether child led or adult directed * Interact with friends during unstructured times * Happily, play and learn with the adults familiar to them in the setting to complete tasks * Begin to listen to other children or groups and wait to have their turn to speak | | * Co-operate with another child to complete a task * Play alongside others, taking turns and solving conflict * Initiate and respond to conversations from unfamiliar adults within school * Regulate own behaviours in order to find solutions to conflicts * Regulate themselves to wait until what they want is available | | |
| **Physical Development**  **(In Physical Education Lessons)** | | **Introduction to PE: Unit 1**  ***(Links to story books)*** | **Fundamentals: Unit 1** | | **Ball skills: Unit 1**  ***(Links to animals & mini beasts)*** | **Ball skills: Unit 2** | **Gymnastics: Unit 1** | **Dance: Unit 2** | |
| **Introduction to PE: Unit 2**  ***(Links to everyday life)*** | **Fundamentals: Unit 2** | | **Dance: Unit 1** | **Games: Unit 1** | **Games: Unit 2**  ***(Links to places in the world)*** | **Gymnastics: Unit 2** | |
| **Gross Motor** | | * Explore movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing * Explore a range of equipment * Be aware of people around them * Be able to make large muscle movements with control. * Confidently use a range of large apparatus * Explore a range of ball skills including throwing, catching, kicking, passing | | | * Revise movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing * Use a range of large and small apparatus with increasing confidence and control begin to develop strength and coordination * Develop a range of ball skills including throwing, catching, kicking, passing | | * Refine movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing * Continue to develop strength and coordination * Refine a range of ball skills including throwing, catching, kicking, passing | | |
| **Fine Motor** | | * Create circle shapes * Holds a pencil with a preferred dominant hand and pivot from shoulder to elbow * Have increasing control when using an increasing number of tools * Draw lines * Write their name * Start to make small cuts with scissors * Use a fork and spoon to eat with and begin to use a knife | | | * Begin to use a range of tools with more accuracy * Draw recognisable pictures * Use a knife to cut their food * Write their names forming the letters correctly | | * Use a tripod grip to use a pencil effectively * Write correctly formed pre-cursive letters Use scissors correctly to cut around a picture along the lines * Use cutlery effectively including cutting food with a knife and fork * Add more detail to drawings and pictures | | |
| **Comprehension** | | * Understand that print has meaning and we read English text form left to right and from top to bottom * Engage in story times * Join in with predictable words, phrases and refrains * Begin to answer simple questions about a familiar book/text orally * Begin to listen to and talk about simple and topic related non-fiction books * Retell a familiar story * Sequence three pictures in order from a well-known story * Identify the main characters in a familiar story/traditional tale * Begin to make simple predictions about how the story might end | | | * Read and understand simple phrases and sentences * Re-read books to build up their confidence in word reading and improve their understanding * Engage in conversations about stories * Join in with and continue predictable words and phrases * Answer simple questions about a familiar book/text orally * Read and understand phrases and * sequence three pictures in order from a familiar story, using narrative language to retell the story Make predictions about how the story might end and how the story might develop | | * Re-read books to build up their confidence in word reading and improve their fluency and their understanding Engage in extended conversations about stories, demonstrating the correct use of new vocabulary * Retell a familiar story/traditional tale and include repeated words and phrases correctly * Answer simple questions about a familiar book/text in shared or independent reading * Sequence more than three pictures in order, using narrative language and new vocabulary to retell the story * Make detailed predictions about how the story might end | | |
| **Writing** | | * Copy write name correctly and begin to write it from memory * Begin to form lower-case letters correctly as they learn the phonemes * Write CVC words by segmenting the phonemes and then writing the graphemes * Understand that a sentence is a complete thought that makes sense * Compose a sentence orally and begin to write it down * Represent initial phonemes correctly * Copy write common high frequency words | | | * Write full name from memory * Form lower-case letters accurately when copying * Write CVC words containing (taught phoneme/graphemes) * Compose a simple sentence orally and hold it (with support), remembering what they are going to write. * Begin to use a capital letter at the start of a sentence and full stop at the end * Begin to re-read their sentence to check for sense * Copy write common high frequency words | | * Write full name accurately including capital letters * Form correctly formed pre-cursive letters Independently compose a sentence orally and hold it, remembering what they are going to write * Write short sentences with words with known phoneme grapheme correspondences, using a capital letter and full stop. * Re-read writing to check that it makes sense. | | |
| **Word Reading (Little Wandle)** | | **Week 1**  s a t p  **Week** 2  i n m d  **Week 3**  g o c k is  **Week 4**  ck e u r I  **Week 5**  h b f l the | **Week 1**  ff ll ss j put\* pull\* full\* as  **Week 2**  v w x y and has his her  **Week 3**  z zz qu words with s /s/ added at the end (hats sits) ch go no to into  **Week 4**  sh th ng nk she push\* he of  **Week 5**  • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) we me be | | **Week 1**  ai ee igh oa  **Week 2**  oo oo ar or was you they  **Week 3**  ur ow oi ear my by all  **Week 4**  air er words with double letters: dd mm tt bb rr gg pp ff  are sure pure  **Week 5**  longer words | **Week 1**  Phase 3: ai ee igh oa oo ar or ur oo ow oi ear  **Week 2**  Review Phase 3: er air words with double letters longer words  **Week 3**  words with two or more digraphs  **Week 4**  longer words words ending in –ing compound words  **Week 5**  longer words words with s in the middle /z/ s words ending –s words with –es at end /z/  Review all taught so far Secure spelling | **Week 1**  short vowels CVCC said so have like  **Week 2**  short vowels CVCC CCVC some come love do  **Week 3**  short vowels CCVCC CCCVC CCCVCC  longer words  were here little says  **Week 4**  longer words  compound words  there when what one  **Week 5**  root words ending in:  –ing, –ed /t/, –ed /id/ /ed/ –est  out today | **Week 1**  long vowel sounds CVCC CCVC Review all taught so far  Secure spelling  **Week 2**  long vowel sounds CCVC CCCVC CCV CCVCC  **Week 3**  Phase 4 words ending –s /s/  Phase 4 words ending –s /z/  Phase 4 words ending –es longer words  **Week 4** root word ending in:  –ing, –ed /t/, –ed /id/ /ed/, –ed /d/  **Week 5**  root word ending in:  –er, –est  longer words | |
| **Mathematics – Numerical Pattern and Number**  **Maths Focus**  **(Link to WRM)** | | **Getting to know you** Assessing the children’s prior  knowledge and completing the baseline assessment.  Introducing routines and embedding.  **Match, Sort and Compare**  Match objects  Match pictures and objects Identify a set  Sort objects to a type  Explore sorting techniques Create sorting rules  Compare amounts  **Talk About Measures and Patterns**  Compare size  Compare mass  Compare capacity  Explore simple patterns Copy and continue simple patterns  Create simple patterns | **It’s Me 1,2,3!**  Find 1, 2 and 3  Subitise 1, 2 and 3  Represent 1, 2 and 3  1 more  1 less  Composition of 1, 2 and 3  **Circles and Triangles**  Identify and name circles and triangles  Compare circles and triangles  Shapes in the environment • Describe position  **1, 2, 3, 4, 5**  Find 4 and 5  Subitise 4 and 5  Represent 4 and 5  1 more  1 less  Composition of 4 and 5 Composition of 1 – 5  **Shapes With Four Sides**  Identify and name shapes with 4 sides  Combine shapes with 4 sides Shapes in the environment My day and night | | **Alive in 5!**  Introduce zero  Find 0 to 5  Subitise 0 to 5  Represent 0 to 5  1 more  1 less  Composition  Conceptual subitising to 5  **Mass and Capacity**  Compare mass  Find a balance  Explore capacity  Compare capacity  **Growing 6, 7, 8**  Find 6, 7 and 8  Represent 6, 7 and 8  1 more  1 less  Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising | **Length, height and Time**  Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence  **Building 9 and 10**  Find 9 and 10  Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more  1 less  Composition to 10  Bonds to 10 (2 parts)  Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double)  Doubles to 10 (make a double)  Explore even and odd  **Explore 3D Shapes**  Recognise and name 3-D shapes  Find 2-D shapes within 3-D shapes  Use 3-D shapes for tasks 3-D shapes in the environment  Identify more complex patterns  Copy and continue patterns Patterns in the environment | **To 20 and beyond**  Build numbers beyond 10 (10 -13)  Continue patterns beyond 10 (10-13)  Build numbers beyond 10 (14-20)  Continue patterns beyond 10 (14-20)  Verbal counting beyond 20 Verbal counting patterns  **How Many Now?**  Add more  How many did I add Take away  How many did I take away?  **Manipulate, Compose and Decompose**  Select shapes for a purpose  Rotate shapes  Manipulate shapes  Explain shape arrangements  Compose shapes Decompose shapes  Copy 2-D shape pictures Find 2-D shapes within 3-D shapes | **Sharing and Grouping**  Explore sharing  Sharing  Explore grouping  Grouping  Even and odd sharing  Play with and build doubles  **Visualise, Build and Map**  Identify units of repeating patterns  Create own pattern rules 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  **Make Connections**  Deepen understanding Patterns and relationships  **Consolidation** | |
| **Understanding the World** | **Past and Present** | * Look at and describe a personal family photograph of a familiar event * Talk about members of their immediate family and community * Understand and talk about being similar and different to each other * Children begin to develop positive attitudes about the similarities and differences between people * Know about some key events that happen in autumn | | | * Retell what their grownups told them about their life story * Identify key roles in the family or society and begin to understand how they help to keep households or communities safe Look at a childhood photograph from a parent for a familiar event | | * Compare the past and present in their own personal experiences * Look at a childhood photograph from a grandparent for a familiar event and discuss what is the same / what is different to their parents and their own life * Further develop their knowledge of key roles in society and begin to think about their own personal responsibility | | |
| **People, Cultures and Communities** | * Know that there are different countries and these make up the world * Describe their immediate environment and record in drawings * Begin to develop an understanding of different religious occasions from around the world * Know about some key events that happen in autumn | | | * Talk about some of the countries children have visited for holidays and look at similarities and differences * Develop their knowledge of the celebration of special times from around the world | | * Name places of local importance to the community * Talk about the features of the places that they are familiar with and can begin to describe how they are different to other places * Recognise that people have varied beliefs around the world and can respect these | | |
| **The Natural Words** | * Show respect, empathy and kindness for the natural world * Identify similarities and differences in the natural world * Explore different materials * Identify and name different types of weather * Draw their observations and begin to talk about them | | | * Make observations of their local area, animals and plants * Draw pictures of animals and plants that include the main features and parts * Talk about the different seasons. * Talk about some life cycles * Talk about information from simple maps * Explore and describe the natural world around them | | * Talk about some similarities and differences between their local environment and that of other countries * Show care and concern for living things * Name some domesticated and wild animal names * Draw and label their observations * Observe the changing seasons on the natural world around them | | |
| **Expressive Arts and Design** | **Creating with Materials** | * Use given resources to create pictures and models * Talk about what they have made * Explore a range of materials to make things with in their environment | | | * Create models and pictures using a range of resources * Choose the most appropriate way to make their idea following a plan that they have created to meet a given purpose Review their learning as part of plan, do, review * Draw with increasing complexity | | * Talk about their own design ideas * Confidently talk through their stage of plan, do, review | | |
| **Being Imaginative and Expressive** | * Join in with taught songs and nursery rhymes * Explore and play with a range of musical instruments * Begin to match the sound to the instrument * Copy a simple dance * Use pre-selected props and small world to retell parts of a story | | | * Sing taught songs with melody * Use instruments to match a simple taught rhythm and able to make up own musical patterns * Respond to music through dance * Move to a beat * Use free choice props and small world to retell parts of a story | | * Sing a song / rhyme that has been taught * Perform a simple poem * Copy a simple beat pattern * Play an allocated instrument * Move in time with music take part in a simple repetitive dance routine * Invent or adapt a known story to create a new narrative | | |