

English



As readers in Reception we will...

- To begin to answer questions about what they have read – introduce why.
- To use vocabulary that is influenced by their experience of books.

As readers in Reception we will...

- To recognise all taught Set 1 digraphs (qu sh th ch ng nk)
- To read cvc, ccvc, cvcc words.
- To read taught 'high frequency words'.
- To read books matching their phonics ability.
- To read captions and sentences using taught sounds.
- To read taught common exception words. (your said you he are)



As writers in Reception we will...

- To begin to write longer words which are spelt phonetically.
- To begin to use a capital letter at the start of a sentence.
- To begin to read their written work back and check for meaning.

Understanding the World

History

- To know some similarities and differences between things in the past and now, (*Past and present at the seaside*)
- Can draw on experiences and what has been read in class using pictures from stories to say whether it is set in the past or the present.
- Knows the stages of tadpole to frog using the terminology before they were an egg, now they are a tadpole then they will be a frog.
- Knows the stages of caterpillar to butterfly using the terminology before they were an egg, now they are a caterpillar then they will be a butterfly.



Science

- To identify the features of a woodland and identify the animals that live there.
- Knows the growth stages of a sunflower and butterfly and can draw pictures with labels.
- Observes the growth of a seed and can talk about changes.
- To understand the basics elements of lifecycles.
- Knows the names of baby animals.
- Makes observations of animals and explain why things happen and talk about changes.

Communication and Language



As communicators, we will...

- Can retell a story, some as exact repetition, some in their own words.
- To understand questions such as who, what, where, when, why and how.
- To understand a range of complex sentence structures.
- Can use different voices to represent different characters.
- Can use vocabulary in activities in the correct context.
- Can talk about their past experiences, using past, present and future tenses.



St. Matthew's CE (Aided) Primary School and Nursery Centre

Half-termly Curriculum Map

Summer 1 2025-2026– St Francis (Reception)



RE

- To know that worship gives time to learn about God, us and others
- To know and understand that the church contributes to school life.
- To identify that a church is a special building for Christians to worship God
- To know that worship can take place in different places including school and church.
- To know that prayer is an important part of worship
- To know that worship gives time to learn about God, us and others



Physical Development

- Knows and had refined a range of ways to move: slithering, shuffling, rolling, sliding.
- To learn to play against an opponent.
- To follow instructions safely and carefully when playing team games.
- To hold scissors safely and correctly and cut out various materials.
- To paint using thinner brushes.
- To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.

PSED

- To develop relationships with other adults around the school – to support transition.
- To communicate with a range of people within school.
- Takes account what other people say and adapt how they organize activities.
- Can show sensitivity to prejudice and discriminations.
- Can show compassion to others.
- Can control their emotions using a range of techniques.
- To follow an instruction which involves more than two steps.
- To show a good level of independence in their ability to manage their own basic needs.
- To independently put on role play clothing and manage to fasten zippers, buttons and buckles with minimal support.
- Can use resources in class to help them improve.
- Can ask for help when they need it.



Maths

As mathematicians in Reception, we will...

- To build numbers beyond 10 (up to 20)
- To understand addition
- To understand subtract
- To know doubles up to 10
- To continue patterns beyond 10
- To share using odd and even numbers.
- To select shapes for a purpose
- To rotate and manipulate shapes
- To compose and decompose shapes
- To use 2D shapes in pictures
- To find 2D shapes within 3D shapes
- To identify units of repeating patterns
- To create and explore own pattern rules
- To replicate and build scenes and constructions
- To visualise from different positions
- To describe positions
- To explore mapping
- To create their own maps from familiar objects and story situations.



Expressive Arts and Design

As artists we will...

- To be able to identify texture, shape and colour.
- To experiment with printing techniques.
- To share creations, talk about process and evaluate their work.
- To adapt work where necessary.
- Knows how to use a thin paint brush to add detail.



As musicians we will...

- Explores and engages in music making, song and dance performing solos or in a group.
- Knows the names of untuned instruments such as drum, tambourine, glockenspiel and maracas.

