










<p style="text-align: center;"><u>English</u></p>  <p>As readers in Reception we will...</p> <ul style="list-style-type: none"> To know information can be retrieved from books. To use a book to find the answer to a given question. Knows the difference between fiction and non-fiction. To retell stories in their own words. <p>As readers in Reception we will...</p> <ul style="list-style-type: none"> To recognise and read all taught Set 1 sounds in cvc, ccvc, cvcc words. To read taught 'high frequency words'. To read books matching their phonics ability. To begin to read longer captions and sentences using taught sounds. To read all taught common exception words. (I of my to the no your said you he are). <p>As writers in Reception we will...</p>  <ul style="list-style-type: none"> To form all lower and capital letters correctly. To write sentences using a capital letter, finger spaces and a full stop. 	<p style="text-align: center;"><u>Communication and Language</u></p>  <p>As communicators, we will...</p> <ul style="list-style-type: none"> Can identify the characters and discuss feelings, actions and motives. To have a conversation when engaged with adults and peers with back-and-forth interactions. To talk to a range of adults around the school. Knows rhymes, poems, stories and songs that they can independently perform. Can articulate their own ideas and thoughts in well-formed sentences. 	<p style="text-align: center;"><u>Maths</u></p> <p>As mathematicians in Reception, we will...</p>  <ul style="list-style-type: none"> 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.
 <p>St. Matthew's CE (Aided) Primary School and Nursery Centre Half-termly Curriculum Map Summer 2 2025-2026– St Francis (Reception)</p> 		
<p style="text-align: center;"><u>Understanding the World</u></p> <p>Geography</p> <ul style="list-style-type: none"> Knows that directions can be verbal pictorial or written. Draws and creates their own maps using real objects, pictures or symbols. Know the four countries of the UK. <p>Science</p> <ul style="list-style-type: none"> To know and compare habitats. Knows where some animals live. Knows some animals live in water and why. Knows some animals are nocturnal. To identify and recognise the features of Summer. Knows how trees have changed over the last 4 seasons. Knows what a magnet picks up. Knows light casts a shadow. 	<p style="text-align: center;"><u>Physical Development</u></p> <ul style="list-style-type: none"> To dribble a ball using hands and then feet. To develop accuracy when throwing to a target. To create detail in drawings, using a range of tools accurately. To cut out shapes, materials and resources with skill and accuracy. To independently use a knife and fork appropriately for all meals. 	<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <p>As designers we will...</p> <ul style="list-style-type: none"> To use materials to explore sculpture. <i>(Animals Homes)</i> 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. To design and make models with a purpose. <i>(Build animal homes using specification)</i>  <p>As musicians we will...</p> <ul style="list-style-type: none"> 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. 
<p style="text-align: center;"><u>PSED</u></p> <ul style="list-style-type: none"> To listen to the ideas of others and show the ability to find solutions and compromise during teamwork activities or during play. Knows how to read and interpret the emotional needs of others. To have developed strong friendships. Can work in groups directed by the teacher independently. To be able to maintain their focus during extended whole class teaching sessions and independent learning activities Can set their own targets and reflects on own progress. To show a 'can do' attitude to change and transition. Can name healthy and unhealthy foods. Knows some simple road safety. Stop, Look and Listen. 