

St Patrick's Primary School Curriculum Map 2025-2026 - Year: RECEPTION



Christ is the Centre of St Patrick's School, where we live, love and learn together.

		Autumn	Spring	Summer
The Characteristics of effective learning		PLAYING AND EXPLORING To show curiosity about objects, events and people.	CREATING AND THINKING CRITICALLY To think of ideas	ACTIVE LEARNING To show high levels of energy and fascination.
3 prime areas of learning and development	Personal, Social and Emotional Development	To separate from main carer with confidence and feeling safe and secure in the environment. To see themselves as a valuable individual and manage own needs. To select and use activities and resources, with help when needed. To become more outgoing with unfamiliar people, in the safe context of the setting. To show more confidence in new social situations. To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. To make new friends, take turns and build respectful relationships. To learn new classroom rules and routines. To increasingly follow rules, understanding why they are important. To remember rules without needing an adult to remind them. To talk with others to solve conflicts. To show care and concern for self, others and the environment. To use tools designed to aide self-regulation and independence e.g. visual timetables, visual cues where needed	To select and use activities independently. To describe self in positive terms and talk about abilities. To try new activities, and say why they like some activities more than others. To play with one or more other children, extending and elaborating play ideas. To express their feelings and consider the feelings of others. To show resilience and perseverance in the face of challenge. To identify and moderate their own feelings socially and emotionally. To think about the perspectives of others.	To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. To give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. To explain the reasons for rules, know right from wrong and try to behave accordingly. To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. To work and play cooperatively and take turns with others. To form positive attachments to adults and friendships with peers To show sensitivity to their own and to others' needs. Transition to Y1.
	Physical Development	To move with confidence in a range of ways. To revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including gymnastics and sport. To be able to sit appropriately to aide learning e.g. straight back, not leaning against furniture. To develop their small motor skills so that they can use a range of tools competently, safely and confidently. Such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. To develop hand/eye coordination movements that will feed in to writing skills e.g crossing the midline, horizontal/vertical/diagonal movements. To use a comfortable grip with good control when holding pens and pencils. To begin to form recognisable letters and show a preference for a dominant hand. To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. To be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. To further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.	To progress towards a more fluent style of moving, with developing control and grace. To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance. To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. To combine different movements with ease and fluency. To develop overall body-strength, balance, co-ordination and agility. To further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. To develop the foundations of a handwriting style which is fast, accurate and efficient e.g. to sit straight on a chair with feet on the floor whilst writing with an ever developing pencil grip. To know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. To further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene. To negotiate space successfully during games. To adjust speed and change direction to avoid obstacles.	To negotiate space and obstacles safely, with consideration for themselves and others. To demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. To hold a pencil effectively in preparation for fluent writing - using the tripod grip - forming most letters correctly To use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

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	Communication and Language	To enjoy listening to stories with interest and attention. To understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". To understand 'why' questions, like: "Why do you think the caterpillar got so fat?" To know many rhymes, be able to talk about familiar books, and be able to tell a story. To develop their pronunciation. To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. To start a conversation with an adult or a friend and continue it. To use talk to organise themselves and their play. To understand how to listen carefully and why listening is important. To learn and use new vocabulary. To articulate their ideas and thoughts. To begin to communicate their wants and needs appropriately to an adult. To connect one idea or action to another using a range of connectives. To develop social phrases such as 'please', 'Thank you' and 'You're welcome'. To listen to and talk about stories to build familiarity and understanding. To learn rhymes, poems and songs and join in with repeated refrains. To engage in non-fiction books. To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	To learn and use new vocabulary. To use new vocabulary through the day. To articulate their ideas and thoughts in well-formed sentences. To ask questions to find out more and to check they understand what has been said to them. To connect one idea or action to another using a range of connectives. To describe events in some detail. To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. To engage in story times - listening and responding to ideas expressed by others in conversation and discussions. To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. To use new vocabulary in different contexts. To listen carefully to rhymes and songs, paying attention to how they sound. To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To listen to stories with increasing attention and recall. To concentrate and sit quietly during appropriate activities. To use language to imagine and recreate roles and experiences in play situations.	To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. To make comments about what they have heard and ask questions to clarify their understanding. To hold conversation when engaged in back-and-forth exchanges with their teacher and peers. To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
4 specific areas of learning and development	Reading and Writing	To understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing. To develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. To engage in extended conversations about stories, learning new vocabulary. To use some of their print and letter knowledge in their early writing. To recognise and write some their name. To begin to write some letters accurately. To begin to read individual letters by saying the sounds for them. To begin to blend sounds into words, so that they can read short words made up of known letter- sound correspondences. To begin read a few common exception words matched to the school's phonic programme. To begin to form lower-case and capital letters correctly. To begin to spell simple CVC words by identifying the sounds and then writing the sound with some or all the correct letter/s.	To read some letter groups that each represent one sound and say sounds for them such as 'ch' 'sh' 'th' etc in line with SW phonics teaching timeline. To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. To begin to read words with different structures i.e. VCC, CCVC To re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. To spell words by identifying the sounds and then writing the sound with letter/s. Write more recognisable letters, and begin to more consistently form them correctly Write simple phrases and sentences that are phonetically plausible and can be read by others To begin to re-read what they have written to check that it makes sense. To be able to copy simple transcribe sentences provided by an adult.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. To begin to write short sentences or captions with words with known sound-letter correspondences. Begin to use full stops and capital letters more consistently
	Mathematics	To begin to count objects, actions and sounds. To subitise (recognise quantities without counting). To begin to link the number symbol (numeral) with its cardinal number value. To recite numbers and count beyond ten. To begin to compare numbers. To select, rotate and manipulate shapes in order to develop spatial reasoning skills. To solve real world mathematical problems with numbers up to 5. To compare quantities using language: 'more than', 'fewer than'.	To understand the 'one more than/one less than' relationship between consecutive numbers. To explore the composition of numbers to 10. To automatically recall number bonds for numbers 0-10. To further embed counting principles and skills To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system.

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		To begin to talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. To begin to understand position through words alone - for example, "The bag is under the table," - with no pointing. To describe a familiar route. To begin to discuss routes and locations, using words like 'in front of' and 'behind'. To talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	To select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. To combine shapes to make new ones - an arch, a bigger triangle etc. To continue, copy and create repeating patterns. To compare length, weight and capacity.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	Understanding the world	To talk about what they see, using a wide vocabulary. To begin to make sense of their own life-story and family's history. To show interest in different occupations. To explore how things work. To continue developing positive attitudes about the differences between people. To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. To talk about members of their immediate family. To name people who are familiar to them. To understand that some places are special to members of their community. To explore the natural world around them. To use all their senses in hands on exploration of natural materials. To explore collections of materials with similar and/or different properties. To understand the effect of changing seasons on the natural world around them.	To talk about members of their immediate family and community. To name and describe people who are familiar to them. To comment on images of familiar situations in the past. To compare and contrast characters from stories, including figures from the past. To draw information from a simple map. To recognise that people have different beliefs and celebrate special times in different ways. To recognise some similarities and differences between life in this country and life in other countries. To describe what they see, hear and feel whilst outside. To recognise some environments that are different to the one in which they live. To understand the effect of changing seasons on the natural world around them. To plant seeds and care for growing plants. To understand the key features of the life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all living things. To explore and talk about different forces they can feel. To talk about the differences between materials and changes they notice.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
	Expressive Arts and Deign	To make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. To explore different materials freely, in order to develop their ideas about how to use them and what to make. To develop their own ideas and then decide which materials to use to express them. To join different materials and explore different textures. To draw with increasing complexity and detail, such as representing a face with a circle and including details. To use drawing to represent ideas like movement or loud noises. To show different emotions in their drawings and paintings, like happiness, sadness, fear etc. To explore colour and colour mixing. To show different emotions in their drawings - happiness, sadness, fear etc. To respond to what they have heard, expressing their thoughts and feelings. To remember and sing entire songs in a group or on their own. To create their own songs, or improvise a song around one they know. To play instruments with increasing control to express their feelings and ideas. To explore and use a variety of artistic effects. To create collaboratively. To listen attentively. To move to and talk about music and explore the different sounds of instruments. To watch and talk about dance and performance art. To engage in imaginative play. To explore and engage in music making and dance.	To explore, use and refine a variety of artistic effects to express their ideas and feelings. To return to and build on their previous learning, refining ideas and developing their ability to represent them. To create collaboratively, sharing ideas, resources and skills. To listen attentively, move to and talk about music, expressing their feelings and responses. To watch and talk about dance and performance art, expressing their feelings and responses. To sing in a group or on their own, increasingly matching the pitch and following the melody. To develop storylines in their pretend play. To explore and engage in music making and dance, performing solo or in groups.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.



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	RE	Domestic Church: Family/Myself Baptism/ Confirmation: Belonging	Advent/Christmas: Loving: Birthdays	Local Church: Community/ Celebrating Eucharist: Relating/Gathering	Lent/Easter: Giving/Growing	Pentecost: Serving/ Good News Reconciliation: Inter-relating/Friends	Universal Church: Our World
	British Values	<u>How do we teach British values at St. Patrick's?</u> In all our lessons children are encouraged to listen to others, respect each other and have their voices and opinions heard. Children are given the opportunity to join in and celebrate a variety of traditional customs and celebrations. They are also made explicit through our PSE and nurturing curriculum.					