

Gordon Primary School Curriculum Map – *Reception, Spring Term 2026*

	Spring Term 2026
TOPIC	<i>Once Upon a Time</i>
KEY TEXTS	Rumpelstiltskin retold by <i>Mara Alperin</i> The Enormous Turnip by <i>Katie Daynes</i> Rapunzel by <i>Chloe Perkins</i> Little Red Riding Hood by <i>Nosy Crow</i>
LITERACY DEVELOPMENT <i>Convention on the Rights of the Child (CRC)</i> Articles 28, 29, 31	<u>Philosophical Thinking</u> The themes that will be explored using the key texts will be <i>family, resilience, courage, teamwork, helping others, right/wrong choice and gaining rewards</i>. Some of the big questions that will be discussed for the stories are as follows: • Why do we help people? • When is the right time to help someone? • How do you help someone? • How do you feel when you help someone? • What is the reward for helping someone? • How important is it to not give up? • When is it okay to stop trying? • When is it important to work as a team? • What does a good team involve? <u>Traditional Tales and Reading</u> The children's love of stories will continue to be fostered through the reading of books in story sessions and in the children's indoor and outdoor play. This term, the key texts focus on traditional tales and fairy tales, giving the children the opportunity to explore rich language, memorable characters, and imaginative story worlds. Engaging with these classic stories will help the children to develop their vocabulary, comprehension and storytelling skills, while also supporting their understanding of narrative structure and themes such as friendship, bravery, and problem-solving. The familiarity and magic of these tales make learning exciting and enjoyable, capturing the children's curiosity and inspiring them to talk, act out stories and create their own ideas. They will take part in role-play, create story maps, explore narrative structure and retell the tales using repeated refrains and carefully selected key vocabulary. The children will also be finding links between keys texts and understanding and talking about the messages the stories relay. Throughout the term, the children will anticipate key events and answer who, what, where, how and why questions.

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	They will continue to take home a library book and Phonics reading book if they are ready. The library book is a book to be shared with an adult; these books could be ideally used as part of a bedtime story routine. The children's Phonics reading books will continue to be matched to the children's phonics ability and should be read by the child, though there may be opportunities for the adult to model reading or take turns with the child to read. <u>Phonics</u> The children are continuing to apply their Phonics knowledge as they are beginning to read simple decodable sentences and some common high frequency words; they will demonstrate an understanding of what they have read by answering questions about the text. The children will continue to be placed in Phonics groups according to how many sounds they have retained and their ability to blend them to read words. At the end of this term, the children should know all of their Set 1 sounds including Set 1 special friends and be able to read words containing 4-5 letter sounds, e.g. d-r-i-p, s-t-o-m-p. <u>Writing</u> The children will use their phonic knowledge to spell words by identifying sounds in them and writing the sounds they can hear; they will also write some high frequency words known as 'Red' words as these words cannot be spelt phonetically. The children will be given opportunities to take part in shared writing and will begin to write their own simple sentences, which can be read by themselves and others. <u>In-the-Moment-Planning</u> Through 'in-the-moment' planning, the children will talk and write for a purpose, taking inspiration from their current interests and experiences. The children's enjoyment of stories will ignite their imaginations to talk and form opinions about the characters they read about. They will also describe those characters. The children will have opportunities to create their own shopping lists, recipes, letters, signs and their own imaginative short stories.
MATHEMATICS DEVELOPMENT CRC Articles 28, 29, 31	<u>Number and Numerical Patterns</u> Building on from the previous term, the children will explore the composition of the numbers 1-10 to reinforce their concept of how a number can be made. They will learn to find and recall one less than a number and compare amounts, specifically using the mathematical language 'less than', 'fewer than' and 'equal'. Subtraction will be explored practically using resources such as a tens frame and bead string, and the children will make explicit links to addition by learning number bonds to 5. We will look at the link between doubling and halving and the children will be learning songs to help them with these facts. All of the children will have opportunities to compare the weight of objects using non-standard and standard units of measurement and develop their reasoning, e.g. <i>'The wooden block is heavier than the</i>

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	<i>pencil because it weighed 30 cubes. The pencil is lighter than the wooden block because it weighed 5 cubes.</i> Time will be spent on recognising and describing 3D shapes using mathematical language (face/s, vertex, vertices, edge/s, curved, straight) and describing shapes from different perspectives; this will be ongoing in the children's general play.
PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT CRC Articles 2, 6, 7, 12, 13	<u>5Cs</u> Following our autumn term teaching and embedding of our school and class values (including rules and routines and the 5Cs), the children will be encouraged to take steps to resolve conflicts with other children, e.g., finding a compromise, independently. They will continue to develop their confidence when speaking and discussing their own interests and home-life experiences with others and will be supported to develop awareness of themselves, describing themselves in positive terms and talking about their abilities, confidently. <u>Self-Regulation</u> The children have explored and developed their understanding of how to use our self-regulation board. They will continue to be guided to access this and encouraged to develop awareness of their emotions and how to resolve disagreements verbally, such as beginning to negotiate and solve conflicts without aggression, e.g. when someone has taken their learning resource. <u>Managing Self</u> The ways in which we look after ourselves and show self-care will continue to be talked about and role-played. The children will be able to talk precisely on the ways in which we look after our hygiene and the consequences if we do not.
COMMUNICATION & LANGUAGE DEVELOPMENT CRC Articles 12, 13, 30	<u>Listening and Attention and Speaking</u> The children in Reception will continue to learn and understand the importance of listening carefully and knowing what can happen if we do not. They will begin to maintain attention, concentrating and sitting quietly during appropriate activities and listening to stories, accurately anticipating key events, and responding to what they hear with relevant comments, questions, or actions. They will respond to instructions involving several actions. The children will be expected, with support from teacher-modelling, to use more complex sentences through the use of STEM sentences and sentence starters to link thoughts (using <i>and</i>, <i>because</i>, <i>then</i>). When conversing with others, the children will begin to use talk to organise, sequence and clarify thinking, ideas, feelings, and events and be aware of the audience they are talking to.
PHYSICAL DEVELOPMENT	<u>Gross Motor Skills</u>

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CRC Articles 24, 27	Weekly PE lessons will continue, and the children will work on their speed and agility in the following movements: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. They will continue to have access to the bikes, trikes and scooters, our climbing frame and their own obstacle challenges to develop their overall body strength. This will also be achieved through spinning, rocking, bouncing, sliding, pulling themselves up or along and balancing on appropriate equipment. As well as using the equipment, the children will continue to learn to transport pieces of equipment safely, often learning to collaborate with others to do so. <u>Fine Motor Skills</u> The children's fine motor skills will be refined by continuous exposure and use of knives and forks, pencils, pens, paintbrushes, scissors, hole punchers, threading, doing up buttons and zips, and sewing. These activities get the children prepared to use a tripod grip when writing, which will help the ease with which the children write and form letters.
UNDERSTANDING THE WORLD CRC Articles 16, 18, 23, 30, 31	<u>Past and Present</u> The children's understanding of the world has already begun with them talking about their own families. As we are impacted by life events that happen, they will be encouraged to talk about relevant events that are happening to them and their families. The children may want to bring in photos to help them talk about these important events, including family celebrations and places of importance. <u>People, Places and Communities</u> The children will learn about the different festivals that are important, some of which include The New Year, Chinese New Year, Holi, Easter, and Eid and learn the stories behind them, as well as the similarities and differences in how festivals are celebrated. All of the children in Reception will begin taking part in fun, play-based Spanish lessons that introduce them to simple words, songs, and everyday phrases. Learning another language at this early age helps to build their listening skills, boosts confidence, and supports their overall communication development. It also nurtures curiosity about different cultures and encourages a positive attitude toward language learning as they grow <u>The Natural World</u> Building on from our local walk to South Park and the children's encounter with real owls when the company <i>Nite Owls</i> came to visit us, the children will have an opportunity to take part in a UK-wide wildlife survey where they will learn about different types of birds and gather data on how many birds have been spotted as part of the Big Schools' Birdwatch. Before the end of term, Outdoor play will be crucial to the children's learning and responding to our natural world and using their senses to compile detailed analysis of what they have observed.

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EXPRESSIVE ARTS & DESIGN CRC Articles 29, 31	<u>Creating with Materials</u> The children will continue to enjoy exploring the creative arts and resources. Building upon these experiences, they will be able to select appropriate resources and adapt work where necessary. Independently, and with confidence, they will begin selecting tools and techniques needed to shape, assemble, and join materials they are using. They will be encouraged to explore and understand that different media can be combined to create new effects and manipulate materials to achieve a planned effect. <u>Being Imaginative and Expressive</u> During imaginative play with their peers, they will develop the confidence to introduce a storyline or narrative into their play and will develop co-operative play as a member of a group; they will develop and act out a narrative, especially when acting out their own stories. In Music, the Reception children will be learning to control their voices by singing Nursery Rhymes. They will learn to understand pitch and tempo and identify the sound of a number of musical instruments such as piano, drum, guitar and violin. They will learn to find the pulse in a song and to copy simple rhythms, as well as listen to a wide range of genres of music. The children also take part in engaging music lessons, where they explore rhythm, singing, and simple instruments through play. These sessions help to develop their listening skills, coordination, and creativity, while also building confidence as they perform and make music together.	
	<u>Dreams and Goals</u> • I understand that if I persevere, I can tackle challenges • I can tell you about a time I didn't give up until I achieved my goal • I can set a goal and work towards it • I can use kind words to encourage people • I understand the link between what I learn now and the job I might like to do when I'm older I can say how I feel when I achieve a goal and know what it means to feel proud	<u>Healthy Me</u> • I understand that I need to exercise to keep my body healthy • I understand how moving and resting are good for my body • I know which foods are healthy and not so healthy and can make healthy eating choices • I know how to help myself go to sleep and understand why sleep is good for me • I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • I know what a stranger is and how to stay safe if a stranger approaches me
SAFEGUARDING		

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CRC Articles 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38	The children will learn and adhere to rules, such as asking permission from an adult to use the internet and to expect that an adult will be there to supervise their usage. They will also learn that they do not give out their names, where they live or keep secrets when accessing the internet. Additionally, the children will learn that they are to go to their 'safe adult' immediately if they encounter something wrong when using the internet or encountering problems which are a danger to them.