

Gordon Primary School Curriculum Map – Reception, Autumn Term 2025 - 2026

	AUTUMN 1	AUTUMN 2
TOPIC	<i>All About Me!</i>	<i>Let's Celebrate!</i>
KEY TEXTS	<i>Owl Babies</i> by Martin Waddell <i>Rainbow Fish</i> by Marcus Pfister <i>Meesha makes friends</i> by Tom Percival	<i>William's Winter Wish</i> by Gillian Shields <i>The Snowman</i> by Raymond Briggs <i>The Jolly Christmas Postman</i> by Janet and Allan Ahlberg
LITERACY <i>Convention on the Rights of the Child (CRC) Articles 28, 29, 31</i>	<u>Philosophical Thinking</u> The themes of <i>friendship, family, kindness, sharing, patience, courage and independence</i> will be explored in the texts, <i>Owl Babies</i> and <i>Rainbow Fish</i>. Big questions: • What does it mean to take care of someone or something? • Have you ever felt worried/unhappy? • What can you do when you feel worried or unhappy? • What does love mean? • How can we show love? • How does it feel to be safe? • How does it feel to be loved? • What is special about you? • How does sharing make you and others feel? <u>Fostering a Love of Books - Word Reading and Comprehension</u> As the children start school, they will begin to develop their knowledge and understanding of the five key concepts about print: 1. Print has meaning 2. Print can have different purposes 3. We read English text from left to right and from top to bottom 4. The names of the different parts of a book (spine, front cover, back cover, blurb, illustrator, author) 5. Page sequencing Daily story time will be used to develop comprehension through simple questioning, promoting a love of books and incorporating	<u>Philosophical Thinking</u> The themes <i>family, wishing for something, accidents and consequences, winter, friendship, love and emotions</i> will be encountered in the text, <i>William's Winter Wish</i>. Big questions: • What would you wish for? • Do all wishes come true? • Who do you love and why? • Can we only love people in our family? • Does it have to be a human being that you love? • Is it okay to make mistakes and have accidents? • Is sorry always enough? • Is it ever okay to break a promise? To celebrate the Christmas period, the children will be reading <i>The Jolly Christmas Postman</i> and following his journey to deliver the Christmas post. This book will act as a nice introduction to fairytales as the children will meet many familiar friends. Big questions: • Does everyone deserve a card from you? • Can you help everyone in your community? • Do all celebrations look the same? <u>Phonics - Word Reading</u> The children will continue to learn sounds and blend sounds into words, so that they can read short words made up of known letter-sound correspondences. The children will be placed in Phonics

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	books in our 'In the moment' planning, as well as learning areas to inspire, engage and move pupils learning on. <u>Phonics</u> Here at Gordon Primary School, we follow the Ruth Miskin 'Read Write Inc' Phonics programme. Once Phonics lessons commence, the children will be taught to read individual letters by saying the sounds for them and playing Fred games to support their oral blending. <u>Writing</u> The children will practise writing their name, with special care to ensure a capital letter is used for the first letter in their name and that lower-case letters are formed accurately.	groups according to how many sounds they have retained. At the end of this term, the children should know all of their Set 1 sounds and be able to orally blend, e.g. c-a-t is cat <u>Comprehension</u> Comprehension will continue to be expanded on during story time and 1:1 reading. The children will be asked who, what, where questions which using the illustrations and having listened carefully to a short section of a story, they will be able to retrieve simple answers to. <u>Writing</u> As the children settle into their new class and develop their confidence, they will begin to engage in extended conversations about stories, learn new vocabulary, and begin to use some of their print and letter knowledge in their early writing, for a purpose.
	AUTUMN 1	AUTUMN 2
TOPIC	<i>All About Me!</i>	<i>Let's Celebrate!</i>
MATHS <i>CRC Articles 28, 29, 31</i>	<u>Numbers and Numerical Patterns: Shapes and Counting</u> The children will explore and identify shapes and patterns in their surroundings and begin to use mathematical vocabulary to name and describe them (for example, circles, squares, rectangles and triangles) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat' and 'round'. As the children demonstrate confidence, they will be taught to understand position through words alone – for example, "The bag is under the table," – with no pointing and describe a familiar route. Through games and using mathematical resources, the children will gain faster recognition of up to 3 objects, without having to count them individually (subitising), recite numbers past 5 and say one number for each item in order: 1,2,3,4,5. In developing their	<u>Numbers and Numerical Patterns: Counting and Composition of Number</u> The children will continue to consolidate their understanding of numbers to 5 and the composition of each number. They will be able to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 then 10. Once the children are aware of numbers 1-5, then 1-10, we will move them on to comparing amounts using key vocabulary 'more', 'less', 'greater', 'fewer', 'equal to' and 'same'. The children will begin to find 1 more than a given number and explore addition practically. They will also learn to continue, copy, and create repeating patterns, as well as be encouraged to use mathematical language related to capacity, height, weight and length.

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	mathematical thinking, the children will begin to understand that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') and show 'finger numbers' up to 5. The children will sing counting songs and songs to help them learn the days of the week and months of the year.	
PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT <i>CRC Articles 2, 6, 7, 12, 13</i>	<u>Settling In</u> <u>Managing Self</u> As the children settle into school, they will be taught the class and school rules– especially the 5Cs – <i>Commitment, Cooperation, Care, Courtesy and Consideration</i>. They will discuss their thoughts, feelings and interests and know how to tidy away once they have finished playing. The children will understand why rules are important and confidently select and use activities and resources. <u>Self-Regulation</u> The children will have opportunities to engage in regular conversations about their feelings using words like 'happy', 'sad', 'angry' or 'worried' and begin to understand how they and others might be feeling using the classroom's Zones of Regulation board. <u>Building Relationships</u> The children in Reception will play games with the adults so that they can learn each other's names. By learning to play these games, the children will develop new relationships and, for some, continue with old friendships.	<u>Growing in Confidence</u> <u>Managing Self</u> The children will learn and understand why it is necessary to wash their hands and brush their teeth regularly, as well as begin to explore the importance of eating well and exercising. <u>Self-Regulation</u> The children will continue to self-regulate, using their classroom's Zones of Regulation board, and learn to understand and communicate why they may be feeling a certain emotion. <u>Building Relationships</u> As the children become more confident, they will be encouraged to share and talk about creations they make. They will understand the importance of teamwork and being a good member of a community. This will help them to set, plan and achieve a goal they have chosen, or one which is suggested to them. They will make lots of new friendships with the other children in their class and year group. They will also be taught how to find solutions to conflicts if these arise.

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COMMUNICATION and LANGUAGE DEVELOPMENT <i>CRC Articles 12, 13, 30</i>	<u>Expressing Themselves</u> <u>Listening, Attention and Understanding</u> The children will demonstrate understanding and answer simple questions or an instruction that has one and/or two parts, such as “Can you get your coat and wait at the door please?” Children will be introduced to Makaton signs to ensure all children are accessing a form of communication. These Makaton signs will include signing good morning, good afternoon, hello, goodbye, family members, to eat and to drink. <u>Speaking</u> As the children settle and feel safe in their setting, and gain a sense of belonging, they will develop their confidence to start a conversation with an adult or a friend. This back-and-forth conversation will be modelled by all adults so that they can engage in talk about their own interests, enabling them to express a point of view. They will begin to use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” Adults will support the children to use longer sentences of four to six words and use a wider range of vocabulary.	<u>Asking and Answering Questions</u>, <u>Listening, Attention and Understanding</u> Through our story times and ‘In-the-moment’ planning, the children will develop in learning 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. All adults will encourage the children to make comments about what they have heard and ask questions to clarify their understanding. <u>Speaking</u> Speaking frames and lots of teacher modelling will be used to ensure that the children are communicating in full sentences. They will express ideas and feelings about their own experiences, using full sentences, and will be aided in using correct tenses and conjunctions with modelling and support. Back-and-forth conversations will continue to be a focus, with adults initiating where and when possible.
PHYSICAL DEVELOPMENT <i>CRC Articles 24, 27</i>	<u>Gross Motor Skills</u> The children will have daily opportunities to develop their gross motor skills along with weekly P.E. sessions. They will continue to develop their movement, balancing, riding (scooters, tricycles and bicycles) and ball skills. They will also explore skipping, hopping, standing on one leg and holding a pose. The children will be able to go up the stairs, or climb up apparatus, using alternate feet, and using large-muscle movements. <u>Fine Motor Skills</u>	<u>Gross Motor Skills</u> As the children utilise dressing up clothes and waterproof clothing during water play, they will demonstrate becoming increasingly independent as they get dressed and undressed, and be increasingly independent in meeting their own care needs, e.g., doing their zip, brushing their teeth, using the toilet, washing and drying their hands thoroughly, eating independently using a knife and fork and making healthy choices about food, drink, activity and tooth brushing. <u>Fine Motor Skills</u>

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	Access to healthy hands activities indoors and outdoors will play a part in enabling the children to develop a firm tripod grip. Also, daily name writing will allow the children to learn to form their names and letters correctly.	When exploring writing and creative activities, the children will begin to show a preference for a dominant hand, using a comfortable grip with good control when holding pens and pencils and begin to use one-handed tools and equipment, confidently.
TOPIC	<i>All About Me!</i>	<i>Let's Celebrate!</i>
UNDERSTANDING THE WORLD <i>CRC Articles 16, 18, 23, 30, 31</i>	<u>People, Culture and Communities</u> As the children begin to get to know each other, sharing who they are, their family and background, they will begin to make sense of their own life-story and family's history. They will continue to develop positive attitudes about the differences between people and show interest in different occupations. This will link into safeguarding, and understanding and knowing how some people keep us safe. <u>The Natural World</u> This topic will enable the children to be biologists as they will be looking closely at what an owl and fish are, where they live and what they eat, and compare how they are the same or different from us as humans.	<u>Autumn Walk - The Natural World</u> The children will be going on an Autumn walk to deepen their understanding and knowledge of weather and seasonal changes. This will also be explored using the key text, <i>William's Winter Wish</i>. Throughout the term, the children will explore different elements of nature as the seasons change e.g. From Autumn's colourful leaves to Winter's icy surroundings. They will learn a wide vocabulary, in relation to the natural world and also feed their curiosity and inquisitiveness by conducting a range of science experiments in relation to the natural elements. <u>Past and Present</u> <i>William's Winter Wish</i> will enable the Reception children to investigate the past, how their parents' and grandparents' lives are the same or different from their own and recall memories of being with the people they love. <u>People, Culture and Communities</u> There will be several different activities that will give rise to the children using related vocabulary and know that people have differences and similarities in their traditions, celebrations, and festivals.
EXPRESSIVE ARTS and DESIGN <i>CRC Articles 29, 31</i>	<u>Exploration and Creativity</u> <u>Creating with Materials</u>	<u>Performing</u> <u>Creating with Materials</u> Through Expressive Arts and Design, the children will be extending

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	The children will begin to explore different materials freely; they will explore colour and colour-mixing, create closed shapes with continuous lines, and begin to use these shapes to represent objects. The children will be taught to draw with detail e.g., drawing a face with facial features in the correct positions of the face. They will also use drawing to represent ideas like movement or loud noises. <u>Being Imaginative and Expressive</u> The children will listen and respond to a different style of music. They will sing nursery rhymes and move on to playing instruments. It will all culminate in the children performing to another class.	their imaginative play ideas. They will make use of props and materials when role-playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> Using small world play, the children will have opportunities to explore and make imaginative and complex builds, such as a city or a theme-park. The children will have an opportunity to learn songs as part of their Christmas performance in front of an audience. They will demonstrate listening with increased attention to sounds and sing the pitch of a tone sung by another person ('pitch match').
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PSHE <i>CRC Articles 29, 31</i>	<u>Being Me in My World</u> -I understand how it feels to belong and that we are similar and different -I can start to recognise and manage my feelings -I enjoy working with others to make school a good place to be -I understand why it is good to be kind and use gentle hands -I am starting to understand children's rights and this means we should all be allowed to learn and play -I am learning what being responsible means	<u>Celebrating Differences</u> -I can identify something I am good at and understand everyone is good at different things - I understand that being different makes us all special - I know we are all different but the same in some ways -I can tell you why I think my home is special to me - I can tell you how to be a kind friend - I know which words to use to stand up for myself when someone says or does something unkind
MFL -Spanish <i>CRC Articles 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42</i>	<u>Hello</u> The children will learn very basic vocabulary through songs and stories: - Saying and understanding basic greetings (Hola, Adiós) - Numbers from 1-10 - Reading the Hungry Caterpillar to practise numbers - Learning how to say your name.	<u>My School</u> The children will continue to learn very basic vocabulary about school using a variety of songs and actions: - Learning some objects in the classroom (mesa, silla) - Learning colours (rojo, amarillo, verde, azul) - Learning some food, we eat at school (pollo, pasta, pizza, agua).

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Safeguarding <i>CRC Articles 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38</i>	As the children settle into their new school and setting, they will begin to develop trusting relationships with the adults within their class and year group. They will be supported and encouraged to share their thoughts and feelings with staff, who will support and guide them, in line with the school's policy. Safeguarding awareness will be continually revisited within Reception, especially with online safety, stranger danger and being aware, and being able to state who their safe adults are and how they help us. They will learn the importance of using internet devices safely, with a grown-up, when using any devices at school and at home.	The children will be supported and encouraged to share their thoughts and feelings with staff, who will support and guide them, in line with the school's policy. Safeguarding awareness will be continually revisited within Reception, especially with online safety, stranger danger and being aware, and being able to say who their safe adults are and how they help us, and begin to build up a list of safe adults that exist to help them (doctors, police, firefighters). They will continue to learn the importance of using internet devices safely, with a grown-up, when using any devices at school and at home.
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