



RECEPTION Spring 2025-2026

In order to help our pupils 'KNOW MORE and REMEMBER MORE', we revisit knowledge that has been taught in a variety of ways. Throughout Early Years, we revisit learning at regular intervals in order to help move the significant knowledge (from each theme taught in each year group) into the long-term memory of each pupil. Helping to embed that significant knowledge.

| Area | Year Reception | EYFS Early Learning Goals Coverage | Spring 2025-2026 |
|--|--|------------------------------------|------------------|
| RELIGIOUS EDUCATION | Branch 3 Galilee to Jerusalem Branch 4 Desert to Garden | | |
| PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT | Children learn to: <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Show sensitivity to their own and others' needs. | | |
| COMMUNICATION and LANGUAGE | Children learn to: <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. | | |
| PHYSICAL DEVELOPMENT | Children learn to: <ul style="list-style-type: none"> Demonstrate strength, balance and coordination when playing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. | | |
| LITERACY | Children learn to: <ul style="list-style-type: none"> Continue to retell stories and narratives using their own words and key vocabulary. Anticipate (where appropriate) key events in stories. Read words consistent with their phonic knowledge by sounding and blending. Read aloud simple sentences and books that are consistent with their phonic knowledge. Know that information can be retrieved from non-fiction books to answer questions about where, who, why and how? 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. Begin to write simple sentences. Pupils learn to write some irregular common words (tricky words). | | |



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



| Year Reception | | EYFS Early Learning Goals Coverage | Spring 2025-2026 |
|-----------------------------------|--|---|-------------------------|
| Area | Statement | | |
| MATHEMATICS | Children learn to: <ul style="list-style-type: none">• Verbally count past 20, recognising the pattern of the counting system.• Have a deep understanding of numbers to 10, including the composition of each number.• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.• In practical activities and discussion, they use the vocabulary involved in adding. Pupils find the total number of items in two groups by counting all of them.• Automatically recall number bonds up to 5. | | |
| UNDERSTANDING the WORLD | Children learn to: <ul style="list-style-type: none">• Know some similarities and differences between different religions and cultural communities in this country.• Explain some similarities between life in this country and life in different countries, drawing on knowledge from stories, non-fiction texts, parents' presentations 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/presented in class.• Understand some important processes and changes in the natural world around them, including the seasons (spring). | | |
| EXPRESSIVE ARTS and DESIGN | Children learn to: <ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques.• Recite poems linked to the learning focus. | | |