



LONG TERM CURRICULUM MAP 2024/2025



ST JOHN FISHER RC PRIMARY SCHOOL

RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Getting to know school and each other	Space	South Pole	Our World	Castles	Pirates
Class Texts	<p>Equalities</p> <p>I Like Myself*</p> <p>Super Duper You</p> <p>Whatever Next!*</p> <p>Information books - Space</p> <p>Create our own fact file: Solar System*</p>		<p>Lost and Found*</p> <p>Sustainability</p> <p>Salt</p> <p>Information books:</p> <p>World Atlas, Maps,</p> <p>Create our own fact file: Penguins*</p> <p>Dear Zoo*</p> <p>Equalities</p> <p>All Are Welcome</p> <p>All Kinds of Families</p> <p>Say Hello!</p> <p>Love Around the World</p> <p>Information books:</p> <p>World Atlas, Maps</p>		<p>Sleeping Beauty</p> <p>Into the Castle*</p> <p>Portside Pirates*</p> <p>Captain Teachum's Buried Treasure</p> <p>The Pirates Next Door</p> <p>Equalities</p> <p>My Pirate Mums</p> <p>Sustainability</p> <p>The Tale of the Whale</p> <p>Information books:</p> <p>Castles, Life in a castle, History of pirates.</p>	
CONTINUOUS						
Phonics and Reading						
Personal, Social and Emotional Development	<p>Children learn to:</p> <ul style="list-style-type: none"> work and play co-operatively and take turns with others develop positive relationships with adults and peers Explain the reasons for rules, know right from wrong and try to behave accordingly manage their own basic hygiene and personal needs understand the importance of healthy food choices 	<p>Children learn to:</p> <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 	<p>Children learn to:</p> <ul style="list-style-type: none"> 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 be confident to try new activities and show independence, resilience and perseverance in the face of challenge 			



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Communication and Language	Children learn to: <ul style="list-style-type: none"> listen attentively and response to what they hear during whole class discussions and small group interactions participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary 		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 		Children learn to: <ul style="list-style-type: none"> hold conversations when engaged in back-and-forth exchanges with their teachers and peers express their ideas and feelings about their experiences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher 	
Physical Development	Children learn to: <ul style="list-style-type: none"> use a range of small tools including scissors, paintbrushes and cutlery hold a pencil effectively negotiate space and obstacles safely, with consideration for themselves and others 		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 		Children learn to: <ul style="list-style-type: none"> move energetically, such as running, jumping, dancing, skipping and climbing continue to practise grip in preparation for fluent writing begin to show accuracy and care when drawing 	
Literacy	Children learn to: <ul style="list-style-type: none"> demonstrate understanding of what has been read to them by retelling stories recognise their own name say a sound for each letter in the alphabet hear and say initial sounds in words begin to form recognisable letters write their own name using the correct letter 		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 write recognisable letters, most of which are correctly formed spell words by identifying sounds in them and representing the sound with a letter or letters 		Children learn to: <ul style="list-style-type: none"> confidently retell stories and narratives using their own words and learnt story language Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and role play say a sound for each letter in the alphabet and at least 10 digraphs read books consistent with their phonic knowledge, including some common exception words 	



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	<p>formation</p> <ul style="list-style-type: none"> can say the sounds in simple words and blend them together begin to spell words by identifying sounds within words 					<ul style="list-style-type: none"> using their phonic knowledge write simple phrases and sentences that can be read by others
Mathematics	<p>Children learn to:</p> <ul style="list-style-type: none"> count accurately using 1:1 correspondence (touch counting) count, recognise and order numerals 1 – 20 recognise numbers of objects presented in regular and irregular groups (subitise) to 5 and then within 10 explore, recognise and create repeating patterns 		<p>Children learn to:</p> <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 and subtracting. Pupils find the total number of items in two groups by counting all of them. They order and sequence familiar events. 		<p>Children learn to:</p> <ul style="list-style-type: none"> automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally They can order two items by weight or capacity. 	
Understanding the World	<p>Children learn to:</p> <ul style="list-style-type: none"> talk about the lives of the people around them and what they do describe their immediate environment (home and school) know some similarities and differences between different religions and cultures through a focus 		<p>Children learn to:</p> <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 		<p>Children learn to:</p> <ul style="list-style-type: none"> 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 	



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	<p>on festivals of light: Hindu festival of Diwali and the Jewish festival of Hanukkah</p> <ul style="list-style-type: none"> explore, observe and talk about the natural world around them begin to understand seasonal changes in autumn and winter 		<p>from stories, non-fiction texts and (when appropriate) maps</p> <ul style="list-style-type: none"> 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 process and changes in the natural world around them, including the seasons (spring and summer) 		<ul style="list-style-type: none"> describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps know some similarities and differences between different religions and cultures. Focus: Islam - Prayer Mat and other cultural communities in this country, drawing on their experiences and what has been read in class understand some important process and changes in the natural world around them, including seasons (spring and summer) and changing states of matter 	
Expressive Arts and Design	<p>Children learn to:</p> <ul style="list-style-type: none"> make use of props and materials when role playing characters in narratives and stories sing a range of well-known nursery rhymes and songs perform songs, rhymes, poems and stories with others and try to move in time with music 		<p>Children learn to:</p> <ul style="list-style-type: none"> safely use and explore a variety of materials, tools and techniques recite poems linked to the learning focus 		<p>Children learn to:</p> <ul style="list-style-type: none"> share their creations, explaining the process they have used invent, adapt and recount narratives and stories with peers and their teachers 	
PSHE & RSE	Being Me In My World	Celebrating Difference	Dreams and goals	Healthy Me	Relationships	Journey In Love