



**CUDHAM  
CE PRIMARY SCHOOL**  
Part of the Aquinas Trust  
Together, we Aim, Believe and Achieve

## RECEPTION CURRICULUM MAP OVERVIEW

Autumn 1 2026

**Teachers: Mrs James, Mrs Walker and Mr Ward**

### Early Morning Work:

As the children enter the classroom, they will be met with exciting activities to participate in. These activities will be focusing on the development of the children's gross motor skills - for example, climbing, hopping, jumping, building, balancing and sitting correctly, to fine motor skills - for example, cutting pinching, squeezing, twisting and manipulating.

### Theme:

The topic for this half term is 'All about Me'. We will be learning how to work cooperatively, as part of a team, and talk about our new friendships. We will be celebrating our families, looking at the different make-ups of our families and be thankful for our similarities and differences.

### Expressive Art and Design:

Linked to our theme, children will be creating self-portraits and pictures that show our families. We will be thinking about our handprints and footprints and the effects of colour mixing. We will experiment with different tools to mark make, thinking carefully about the different textures and patterns that can be created by using them in different ways. Listening carefully to different instruments, we will be thinking about loud and fast, slow and quiet and create our own body percussion compositions.

### Literacy:

In Literacy, we will be reading a wide range of fiction and non-fiction texts, which will reflect on our theme "All about me.". These will include Elmer by David McKee, My World Your World by Melanie Walsh and, It's Okay to be Different by Sharon Putil. We will be focusing on recognising our names followed by writing our names by hearing, saying and writing the sounds in it. We will be working on knowing our alphabet completely and begin to recognise the sound names as well as the letter names from any part of the alphabet. E.g. What letter comes after f? We will also be thinking about the correct way of holding our mark making equipment and encourage the children to use the tripod grip leading to great pencil control for their writing.

### Personal, Social and Emotional Development:

We will be using the theme of 'All About Me' through learning activities and discussions to develop the children's social skills and self-confidence. We will be using our 'Zones of Regulation' to discuss our emotions and how certain things make us feel and the physical reaction they can give us. We will look at our likes and dislikes and celebrate the similarities and differences within our class, school and worldwide diverse community.

### Mathematics:

As part of the children's daily Maths sessions, we will be using Maths Mastery which looks at developing the children's knowledge of number as a whole. The children will look at learning what makes a number, how it can be made and how it can be shown, using different pictorial representations. We will be matching sorting and comparing objects this half term and developing our understanding of measure and patterns.

### Phonics:

We will be introducing daily phonic sessions following our Little Wandle Letters and Sounds reading scheme. We will begin teaching phase 2 starting from Monday 21st September through our daily phonics sessions and within the continuous provision activities.

#### Introducing new sounds:

s,a,t,p,i,n,m,d,g,o,c,k

#### Tricky words:

to, the, no, go, I

### Understanding the World:

Throughout our topic we will be thinking carefully about our senses and the delights they bring us. We will be thinking about our families and how people are related to us. We will think carefully about our homes and compare those to different cultures around the

### PE: Thursday with Sportacus (and outdoor learning on Friday)

#### Key Skills:

*Physical:* balance, run, jump, hop, change direction

*Social:* support others, work safely, take turns

*Emotional:* honesty, determination

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| <p>world, thinking carefully about their different climates and look at where they are on a world map.</p> <p><b>Every Friday- Please wear forest school clothing</b> to school. These should consist of clothes that cover legs and arms.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><i>Thinking:</i> decision making, comprehension, select and apply</p> <p>We will be developing balancing, running and stopping, jumping and landing with control and exploring different ways to travel.</p> <p><b>On THURSDAYS children will need to wear their PE kit to school.</b></p>                                                                                                                                                                                                                                                                                                                         |
| <p><b>Reading:</b><br/>Your child will be given the opportunity to bring home a picture book everyday. This book is for your child to discuss with you, it is a book to encourage a love of reading and for you to enjoy together creating different stories to match the pictures.<br/>Once your child is ready, reading books will be sent home and changed once your child has read three times - Please ensure reading books and signed reading records are in on these days otherwise children may have to wait for these to be changed.<br/>If you have any questions about your child's reading, please do pop a note in the reading record or speak to Mrs James.<br/><i>Reading with your child should be completed <b>at least 3 times a week</b> to greatly increase their progress.</i></p> <p><i>“Research indicates that children who are read to at least three times a week have a 74% higher likelihood of performing well in school compared to peers who are not read to.” (Raising Children Network)</i></p> | <p><b>Dates to remember:</b></p> <p>Please keep an eye on the newsletter for other important dates.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Home Learning:</b></p> <p>Alongside the children's daily reading, phonics sheets and homework will be sent home on <b>Tuesdays</b> and will be due in the following Monday where it will be marked. If your child struggles with any of this, please do speak with us.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>Other:</b></p> <p><b>What you need and when:</b><br/> <b>Coat:</b> Please provide your child with a warm coat every day, which they can easily put on themselves. The children learn outside in all weather and need to be dressed appropriately.<br/> <b>Water:</b> A named water bottle— this needs to be filled each day and brought into school.<br/> <b>Wellies:</b> We go outside in all weathers.<br/> <b>PE Kits :</b> To be worn into school every Thursday.<br/> <b>Forest School Clothing:</b> To be worn into school every Friday.</p> <p><b>Please ensure all items of clothing are named.</b></p> |
| <p><b>Together, we Aim, Believe and Achieve</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

The children are consistently working towards meeting the following points by the end of their school year:

## Reading:

| Impact (End Points)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Key Stage 1                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                           | Key Stage 2                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Year R                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                         | Year 2                                                                                                                                                                                                                                                                                                                                                    | Year 3                                                                                                                                                                                                                                                           | Year 4                                                                                                                                                                                                                    | Year 5                                                                                                                                                                                                                                                                                        | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 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. | Children in Year 1 will be able to read sentences in fiction and non-fiction books with increasing fluency. They will be able to read words with 2 or more syllables with confidence using their phase 3,4 and 5 knowledge. They will begin to read tricky words and common exception words by sight. They will be able to retell what happened in the story with confidence and be able to answer simple questions about what they have read. | Children in Year 2 will be able to read sentences fluently with expression. They will be confident at reading common exception word and words with suffixes. They will be able to retell and sequence stories in detail. They will begin to use inference to understand what characters are thinking and feeling, and the possible actions they may make. | Children in Year 3 will have read a range of age appropriate texts both fiction and non-fiction and including poetry. They understand the key skills of vocabulary, retrieve, inference and predict and are beginning to make simple explanations and summaries. | Children in Year 4 will have read a wide range of age appropriate texts both fiction and non-fiction and including poetry. They understand the key skills of vocabulary, infer, predict, explain, retrieve and summarise. | Children in Year 5 will have read a wide range of age appropriate texts both fiction and non-fiction and including poetry. They will be able to comment on the structure and layout of texts, the author's choices and impact on the reader and their comprehension of a widening vocabulary. | It is essential that, by the end of their primary education, children in Year 6 are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. They will understand and be secure in the key skills of vocabulary, inference, prediction, explanation, retrieve and summary so that they are able to understand and discuss any text they are presented with in further education or wider life. |

## Writing:

| Impact (End Points)                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| EYFS                                                                                                                                                                                                                                                                                   | Key Stage 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Key Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Year R                                                                                                                                                                                                                                                                                 | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | Children in Year 1 will be able to use their phase 3, 4 and 5 sounds to write most words phonetically. They will write simple and compound sentences. They will be able to spell most Yr1 common exception words correctly. They will regularly use capital letters, full stops and finger spaces and sometimes use exclamation marks or question marks when appropriate. The children handwriting will show correct formation starting and endings in the correct places. | Children in Year 2 will be able to use their phonic knowledge to spell polysyllabic words correctly. They will spell most of the Common Exception words for year 2 correctly in their work. They will know how to add the suffix -ed and -ing onto verbs. They will use commas, full stops, capital letters, exclamation marks, question marks and apostrophes for possession and contraction. They will be able to write coherently in the past tense. They will be able to write sequenced piece of narrative writing. They will start to extend their sentences with: and, so, if, but, because and when | Children in Year 3 will be able to plan, write and edit a range of stories and non-fiction text types using :extending the range of sentences with more than one clause by using a wider range of conjunctions, using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech | Children in Year 4 will be confident in discussing and recording their ideas when planning. Increase confidence seen in narrative and non-narrative writing through creating settings, characters and plot, organising sections of writing with paragraphs, varied vocabulary being used for specific purpose, dialogue punctuated correctly and using specific words to express time and cause. Children will have the skills to join more letters correctly. Children will be able to use a dictionary to help check spelling mistakes. | A pupil in Year 5 will be able to write for a range of audiences and purposes, choosing appropriate styles, language and effects to suit the purpose. They will be able to plan, produce and edit their work independently to produce work they are proud of. They will be aware of the grammar and punctuation terms appropriate for their age and able to show them in a variety of contexts. They will be able to use a dictionary and thesaurus to further improve their writing by making appropriate word choices. | By the end of Year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. |

## Maths:

### Impact (End Points)

| EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Key Stage 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Key Stage 2                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                  |                                                                                                                                                                                                     |                                                                                                                                                                                                              |
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| Year R                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 3                                                                                                                                                                                                                                                                                                  | Year 4                                                                                                                                                                                                                           | Year 5                                                                                                                                                                                              | Year 6                                                                                                                                                                                                       |
| Children in Reception will have a deep understanding of number to 10, including the composition of each number; 14. They will know and understand how to Subitise (recognise quantities without counting) up to 5. They will be able to 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. Children will be able to verbally count beyond 20, recognising the pattern of the counting system. They can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children will also be able to explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally | Children in Year 1 should be able to count to thirty and identify number bonds to ten and twenty. They should be able to add and subtract two groups and write number sentences to show this. They should be able to use resources to show their reasoning. Children should be able to identify a range of simple 2D and 3D shapes and recall basic properties (e.g. corners, faces). They can divide objects into groups and draw simple arrays. They can identify coins and measure simple lengths, heights, capacities and volumes. | Children in Year 2 will be able to count to 100 and beyond. They will use place value to add and subtract a 2digit and a 2digit number beginning to show exchange and carrying. They know their 2,5, and 10 times table. They can name and describe common 2d and 3d shapes. They can show mastery in the way that they use their written methods and understand word problems. They will be confident using bar models and part part whole models. They understand the fractions halves quarters and thirds. They recognize and use coins. They can tell the time to the nearest 15 minutes. | Children in Year 3 have a secure understanding of place value to 3 digit numbers, are able to use the column method confidently to add and subtract 3 numbers. They will have a secure knowledge of the 3,4 and 8 times tables and will be able to use written methods for multiplication and division. | Children in Year 4 have a growing confidence with place value, using these skills within both written and mental calculations for all four operations. Children have developed a better understanding of mathematical reasoning. | Children in Year 5 are prepared for KS2 SATS through their knowledge of mathematical concepts and their ability to explain and reason their mathematical thinking using a wide range of vocabulary. | Children in Year 6 are prepared for transition to KS3 through their knowledge of mathematical concepts and their ability to explain and reason their mathematical thinking using a wide range of vocabulary. |