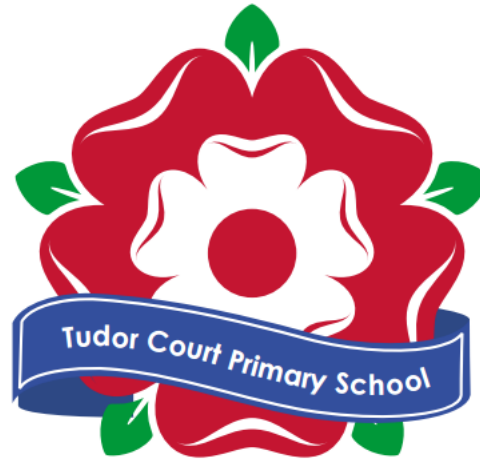


Tudor Court Primary

Curriculum Map – Cycle 1

2nd September – 20th November 2026

Updated September 2026



Learning Power Focus: Resilience

Year: Reception

Inspire – Challenge - Succeed



Literacy:

- Develop their knowledge of the first 10 Set 1 single sounds, recognise letters and their corresponding phonemes, and orally blend them to read simple words.
- Develop confidence in choosing and handling books carefully, identifying the front cover and turning pages, and enjoying stories, rhymes and poems. To gradually develop favourite texts and request to hear them again referring to their own likes and dislikes.
- Develop enjoyment and engagement when listening to stories, joining in with repeated words and phrases, and talking about the pictures. To begin to predict what might happen next and use knowledge of familiar stories in their play and storytelling.
- Form single Set 1 sounds. I can identify and say the initial sound in a word and with support can write it down.

Suggested Texts:

- Not now Bernard,
- The friendship Bench,
- My Hair, Hair Love,
- So Much
- Little Rabbit Foo Foo

Understanding the World:

- To develop confidence in talking about themselves e.g appearance, likes, dislikes, age, birthdays, family and home.
- Begin to understand the names of days and “today” and “yesterday,” and recognises and describes special family events
- Throughout the year children will be prompted to describe what they see and comment on similarities and differences, ask questions, make simple predictions and talk about what they find out.
- To develop language to describe the daily weather and explore natural objects using their senses.

Topic: All about me.

Enquiry Question: What is special about me?

Key Concepts: similarity, difference.

Communication and Language:

- Develop listening and attention during group activities and conversations, responding to instructions and questions.
- Maintain focus for longer periods and join in with storytelling and discussions.
- Begin to follow two-step instructions, answer who and what questions, and understand vocabulary linked to stories and experiences.
- Show understanding through play and talk and follow classroom routines independently.
- Develop the use of clear, simple sentences during play and learning.
- Retell familiar stories with support.
- Begin to ask questions to find out more.
- Develop confidence to join in conversations with adults and children.

Maths:

Subitising, (Cardinality, ordinality and counting), Composition and Comparison

- Identify when a set can be subitised and when counting is needed
- Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- Spot smaller numbers ‘hiding’ inside larger numbers
- Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- Hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number

Measure, Shape and Spatial Thinking

- Exploring patterns
- Compare sizes
- Positional language
- Shapes with four sides
- Circles and Triangles

Learning Power Focus: Resilience

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Inspire – Challenge - Succeed



Home Learning:

Children could:

- Count together - count toys, steps, socks, fruit or objects around the home.
- Read and talk about stories together – ask your child to describe characters, predict what might happen next and retell parts of the story in their own words.

Computing:

- Logging onto the iPad independently
- Choosing and opening the correct software or app for a particular task
- Open the Camera app on an iPad
- Tap the white shutter on the screen to take photo
- Delete photos

Significant individuals and events:

Diwali 8th November

Remembrance Day: 11th November 2026

Black History Month: 12th October – 16th October - *Text: My hair*

Topic: All about me.

Enquiry Question: What is special about me?

Key Concepts: similarity, difference.

Community and Local Links:

- Children can share family pictures from home
- Developing an understanding of their new class and year group community.
- Exploring the wider school community. (Who is here to help us)

Expressive Art and Design:

- Talk about what they are doing.
- Explore a range of materials using their senses.
- Use ready-mixed paint with larger brushes holding a paintbrush correctly and making controlled strokes.
- Rinse the brush when changing colours and create abstract marks through painting.
- Join paper using a glue stick.
- Spread glue carefully using a glue spreader.
- Press materials including paper, card, fabric and natural materials together so they stick.
- Explore different ways of joining materials.
- Explore playdough using their hands learning to squeeze, squash and flatten playdough and make into balls and sausages.
- Pinch and pull playdough to change its shape.
- Make simple shapes using cutters.
- Press objects into playdough to create patterns.
- Use simple tools such as rolling pins and stampers.
- Talk about how the playdough feels.
- Join in with familiar songs and rhymes and begin to understand volume and tempo.
- Name and safely play a range of percussion instruments, exploring the different sounds they make.
- Keep a steady beat with support, play fast and slow, and stop and start when asked.
- Pretend to be someone else in their play.
- Play alongside others in a creative performance, copying what they see and/or adding their own details.

Learning Power Focus: Resilience

Year: Reception

Inspire – Challenge - Succeed



Physical Development

Gross motor skills

- Move safely in indoor and outdoor spaces.
- Walk and run with increasing control, stopping and starting safely during games.
- Climb onto equipment confidently.
- Catch a large soft ball using two hands cradling it against the chest.
- Roll large balls and equipment, such as tyres, towards large targets and bounce a large ball and catch it with two hands.
- Jump on the spot with two feet together and land safely.
- Jump over a stationary line, using both feet and alternating between one foot and the other.
- Jog on the spot with knees raised and in a straight line, changing direction, and maintaining good posture and balance.
- Follow simple safety instructions beginning to notice other children and objects when moving.

Fine motor skills

- Handle small objects accurately and complete threading and peg-board activities carefully.
- Use tools safely during creative activities.
- Use hold scissors correctly and be confident to attempt to snip.
- Use a pencil with a comfortable grip when drawing and writing.
- Form some recognisable letters correctly and draw with increasing detail and control.
- Manage some fastening tasks independently and use cutlery and classroom tools appropriately.

Coherence

Links to future learning:

Understanding local area (Y1 geography and Y2 history)

Understanding the difference between older and younger members of families and the community (Y1 history – Toys)

Knowing that some people are important to us (e.g. family members, friends, people who help us in our community) (Y1 history – significant individuals)

Topic: All about me.

Enquiry Question: What is special about me?

Key Concepts: similarity, difference.

Key Vocabulary:

Me, myself, like, dislike, family, today, tomorrow, same, different, long ago.

Personal, Social and Emotional Development: Jigsaw: Being Me in my world

- Build positive relationships, communicate my wants and needs, and join in cooperative play.
- Take turns, share, contribute ideas, and participate in whole-class and group learning.
- Begin to settle into classroom routines, access resources independently, choose appropriate resources for learning.
- Manage toileting and hygiene with minimal support, and approach new experiences with confidence.
- Talk about my feelings, begin to use strategies to calm myself, and follow classroom routines ('Ready, Respect, Safe')
- Recognise how others may be feeling.