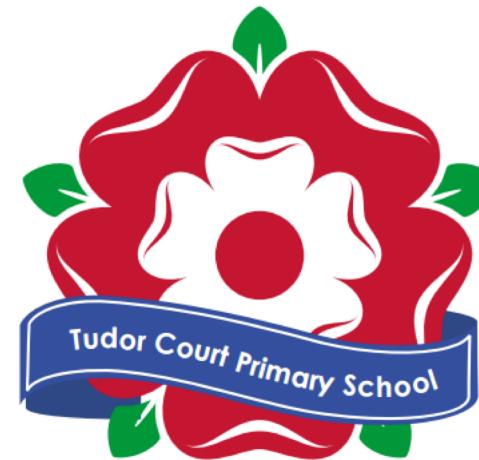


Tudor Court Primary

Curriculum Map – Cycle 1

3rd September – 21st November 2025



Learning Power Focus: Resilience

Year: Reception

Inspire - Challenge - Succeed



Literacy:

- Phonics: Read, Write, Inc – introduction to letter sounds and 'Fred Talk'
- Engaging in shared stories and books
- Beginning to retell their own stories
- Drawing and mark-making in a range of contexts
- Beginning to write their names
- Suggested Texts: Our house, Ways to be Smart, All are welcome

Computing:

- Draw different kinds of lines using a variety of pen and brushes e.g. draw themselves
- Use Mark Up to outline shapes in photos e.g. add hairstyles to own photo
- 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

Understanding the World:

- Identifying their likes and dislikes
- Describing their appearances
- Commenting on similarities and differences
- Talking about festivals that they have experienced
- Recognises and describes special times and events for family (Diwali)

Topic: All about me.

Enquiry Question: What is special about me?

Key Concepts: similarity, difference.

Communication and Language:

- Ready to learn, preparing to write – focus on expressive language, including:
- Talking about their own needs and wants, including beginning to say why
- Asking for help
- Explaining themselves
- Listening to and responding appropriately to instructions

Expressive Arts and Design:

- Experimenting with a range of materials and techniques
- Explaining who is who in a picture they have made and/or what is happening
- Keeping the beat of a song, e.g. through actions
- Learning new stories, rhymes and songs
- Making up their own actions to a song or rhyme

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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Physical Development:

Preparing to write – focus on gross and fine motor skills, including:

- Catching a ball
- Climbing on PE apparatus or a climbing frame/outdoor equipment
- Beginning to use a dominant hand during activities
- Controlling and manipulating small tools effectively
- Beginning to use tripod grip
- Beginning to use scissors appropriately to snip and cut

Home Learning:

Children could:

- Accessing Tapestry
- Adding phonics homework

Key Vocabulary:

Me, myself, like, dislike, family, rules, community, local, past, now, long ago.

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

- Beginning to make friends
- Selecting resources for themselves
- Sharing and taking turns
- Talking in a small group
- Seeking help when needed
- Beginning to follow the class and school rules of 'Ready, Respect Safe'

Topic: All about me.

Enquiry Question: What is special about me?

Key Concepts: similarity, difference.

Significant individuals and events:

- Remembrance Day: 11th November 2025
- Black History Month: 13th October – 17th October - **Text: My hair**

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)

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)