


St Mark's C.E. Primary School	Curriculum Map	2025-2026	Early Years
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*First two weeks completing Baseline assessments.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme 	MAGICAL ME AND MY COMMUNITY "Being Me in My World"	A YEAR OF WONDER: EXPLORING THE SEASONS "Sunshine, Snowflakes and Everything Between"	OUR PLANET "Little explorers, big planet"	TRANSPORT AND JOURNEYS "Adventure awaits"	A WORLD OF JULIA DONALDSON "Into the Gruffalo Woods and Beyond"	FARMS AND ANIMALS "All Creatures Great and Small"
Key texts 	Whatever Next? By Jill Murphy  The Rainbow Fish by Marcus Pfister 	The Very Hungry Caterpillar By Eric Carle  I Will Not Ever Never Eat a Tomato by Lauren Child 	The Tiger Who Came to Tea by Judith Kerr  Handa's Surprise by Eileen Browne 	We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury  The Night Pirates by Peter Harris 	The Gruffalo by Julia Donaldson  The Smeds and the Smoos by Julia Donaldson 	What the Ladybird Heard by Julia Donaldson  Oi! Frog by Jim Field 

<p style="text-align: center;">Literacy</p> <p>Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p>Whatever Next? : (2 weeks)</p> <ul style="list-style-type: none"> • Oral re-telling • Exploring characters • Use story language to act/retell the story • Writing labels and captions <p>The Rainbow Fish (2 weeks)</p> <ul style="list-style-type: none"> • Re-telling • Sequencing the story • Identify the main characters and discuss their feelings and actions. • Using sounds to write CVC words 	<p>The Very Hungry Caterpillar: (3 weeks)</p> <ul style="list-style-type: none"> • Identify the days of the week and link to events in the story. • Discuss what the caterpillar ate and how he changed. • Write labels or simple captions for story items <p>I Will Not Ever Eat a Tomato: (3 weeks)</p> <ul style="list-style-type: none"> • Fruit and veg tasting • Talk about fruits or veg that they like and what they will not ever eat. • Label foods that the character Lola 	<p>The Tiger Who Came to Tea: (3 weeks)</p> <ul style="list-style-type: none"> • Talk about the main characters and describe the tiger's behaviour. • Match simple labels to story props (e.g. plate, milk, tin, tiger). • Write with more independence using knowledge of sounds. <p>Handa's Surprise: (2 weeks)</p> <ul style="list-style-type: none"> • Make predictions about what will happen and about a main character based on prior knowledge • Discuss the surprise ending and how Handa might have felt. • Write simple sentences about 	<p>We're Going on a Bear Hunt: (3 weeks)</p> <ul style="list-style-type: none"> • Join in with repeated phrases and rhythmic patterns. • Describe the different settings in the story • Write labels or captions for each setting. • Write a simple sentence describing part of the journey • Use phonics to attempt spelling of unknown words. <p>The Night Pirates (3 weeks)</p> <ul style="list-style-type: none"> • Hide and hunt for pirates 	<p>The Gruffalo (3 weeks)</p> <ul style="list-style-type: none"> • Explore the theme bravery. • Sequence the story using pictures or props. • Write simple sentences about the story • Writing directions. • Create a new character to for the story. <p>The Smegs and the Smoos (3 weeks)</p> <ul style="list-style-type: none"> • Talk about the Smegs and the Smoos – what makes them different, and what brings them together. • Explore themes of diversity, friendship, and inclusion. 	<p>What the Ladybird Heard:: (3 weeks)</p> <ul style="list-style-type: none"> • Identify characters, setting (the farm), and key events. • Predict what might happen if the thieves came back • Match simple words to characters and locations on the farm map. • Write a sentence about the ladybird or one of the animals <p>Oi! Frog: (3 weeks)</p> <ul style="list-style-type: none"> • Find rhyming animal-object pairs.
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		does not like to eat.	what Handa packed. <ul style="list-style-type: none">• Begin to use capital letters, finger spaces, and full stops.	<ul style="list-style-type: none">• Communicate in role as pirates and learn a song about being a pirate• Explore a scene from the story• Independently write a sentence using capital letters, full stops and finger spaces	<ul style="list-style-type: none">• Recognise and read Phase 2/3/4 high-frequency and decodable words• Create and describe their own alien character or planet in writing	<ul style="list-style-type: none">• Use sound-talk to re-tell a page of the text.• Devise their own rhyming pairs of animals and objects• Write their own rhyming pairs revising phases 2-4.
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<p>Phonics and early reading</p> <p>Little Wandle</p> 	<p>Phase 2 phonics: S a t p l n m d G o c k C k e u r H b f l</p> <p>Tricky word reading words-is, I, the</p>	<p>Phase 2 and 3: ff ll ss</p> <p>Phase 3 v w x y z zz qu ch sh th ng nk</p> <p>Tricky word reading words – put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p>	<p>Phase 3: ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Teaching words with double letters: dd, mm, tt, bb, rr, gg, pp, ff and longer words.</p> <p>Tricky word reading words – was, you, they, my, by, all, are, sure, pure</p>	<p>Phase 3: ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p><i>Teaching words with two or more digraphs. Longer words and compound words.</i></p> <p><i>Words ending in -ing, words with s /z/ in the middle s, words ending -s, words with -es at end /z/.</i></p> <p><i>Review all tricky words taught so far and secure spelling</i></p>	<p>Phase 4: Teaching words (consonants and vowels).</p> <p>CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>Teaching longer words and compound words. Root words ending in: -ing, -ed /t/ -ed /id/ /ed/ -est.</p> <p>Tricky word reading words – said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p>Phase 4: Long vowel sounds – CVCC CCVC Long vowel sounds – CCVC CCCVC CCV CCVCC</p> <p>Words ending in -s /s/ , -z /z/ , -es, -ing, -ed /t/ , -ed /id/ /ed/ , -ed /d/ , -er , -est.</p> <p>Review all tricky words taught so far and secure spelling</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics <i>Number</i> <i>Numerical Patterns</i>	Number and Place Value Addition and Subtraction – sorting Place Value – Comparing groups Addition and Subtraction – Change within 5 Measurement – Time		Addition and Subtraction – Numbers to 5 Place Value – Numbers to 10 Addition and Subtraction – Addition to 10 Geometry – Shape and space		Geometry – Exploring patterns Addition and Subtraction – Count on and back Place Value – Numbers to 20 Multiplication and Division – Numerical patterns Measurement – Measure	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language <i>Listening</i> <i>Attention and Understanding</i> <i>Speaking</i>	<ul style="list-style-type: none"> • People who help us role-play area • Show and Tell 	<ul style="list-style-type: none"> • Following instructions for Nativity • Listening walk • Autumn walk-following instructions for safety and what to collect • Vocabulary linked to topic: Autumn lookout • Role-play 	<ul style="list-style-type: none"> • Ocean rescue role-play • Vocabulary linked to topic: Our Planet • Grow butterflies 	<ul style="list-style-type: none"> • Listening to speakers on the school trip • Vocabulary linked to topic: Transports and Journeys • Airport role-play 	<ul style="list-style-type: none"> • Anticipating stories and poems • Grow tadpoles 	<ul style="list-style-type: none"> • Listening to speakers on the school trip • Discussions about materials to build pens • Vets role-play

<p>Personal, Social and Emotional Development</p> <p><i>Self-regulation</i></p> <p><i>Managing Self</i></p> <p><i>Building Relationships</i></p>	<p>Jigsaw Being in My World</p>	<p>Jigsaw Celebrating Difference</p>	<p>Jigsaw Dreams and Goals</p>	<p>Jigsaw Healthy Me</p>	<p>Jigsaw Relationships including bullying</p>	<p>Jigsaw Changing Me New beginnings- transition in to Year 1</p>
<p>Physical Development</p> <p><i>Gross Motor Skills</i></p> <p><i>Fine Motor Skills</i></p>	<p>First PE Multi-skills (Outside)</p>	<p>Gymnastics Tennis</p>	<p>Dance Fairy Tale Dance Enjoy Ball</p>	<p>Dance Enjoy Ball</p>	<p>Word Moves Sports Day practice</p>	<p>Word Moves Football (AFCEB)</p>
<p>Understanding of the World</p> <p><i>Past and Present</i></p> <p><i>People, Culture and Communities</i></p> <p><i>The Natural World</i></p>	<ul style="list-style-type: none"> • Families are different • Multi-cultural books. • People who help us • How jobs have changed over time • People who help us around the world 	<ul style="list-style-type: none"> • Awe and wonder - leaves changing colour, seasons • Autumnal process • Taking care of our environment • Changes to plants in 		<ul style="list-style-type: none"> • Food around the world – food tasting • Transport from the past and present • Journeys that we and our families have taken in the past • How life in other 	<ul style="list-style-type: none"> • Differences and similarities • Families 	<ul style="list-style-type: none"> • Jobs of a farmer • Where our food comes from • Past and present farming • Changes in farming-why was it different in the past?

	<ul style="list-style-type: none"> • How to look after our community 	<p>different seasons.</p> <ul style="list-style-type: none"> • Christmas – story of the special baby. 		<p>countries is similar and different</p>		<ul style="list-style-type: none"> • Explore materials for a pen
<p>Expressive Arts and Design</p> <p><i>Creating with materials</i></p> <p><i>Being Imaginative and Expressive</i></p>	<ul style="list-style-type: none"> • Observational painting/Self portraits • My family drawing • Whatever Next and Rainbow Fish creations • Stick Art • Number songs • Calendar songs 	<ul style="list-style-type: none"> • Autumn art – colour mixing • Firework art • Hungry Caterpillar characters and food • Mask making • Role-play of the story • Christmas art / cards 	<ul style="list-style-type: none"> • Story-telling through music • Close observations of fruit and vegetables • Paintings of different habitats/animals from around the world • Paper mache models of Earth 	<ul style="list-style-type: none"> • Texture explored through printing and collage • Joining parts together • Junk modelling of vehicles e.g. police car, fire engine, ambulance. 		<ul style="list-style-type: none"> • Animal masks • Explore texture to make animals • Building pens • Clay animals
French	Babel Zone – singing songs throughout the year e.g. Bonjour, Salut, ça va and Frere Jacques.					
Religious Education	What is prayer?	Why do Christians perform Nativity plays at Christmas?	Why is the word God so important to Christians? Church Visit	Why do Christians put a cross in an Easter garden?	How can we care for our wonderful world?	Stories from around the world
Experiences and Trips	Autumn walk in the woods Visit Prayer Garden	Police Visit & Father Christmas visit	Church visit Food tasting (Fruit and Vegetables)	Aviation Museum visit	Farm Visit Farmer Palmers (end of Summer 1)	First Sports Day