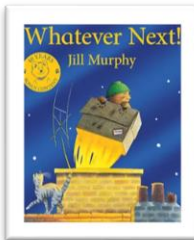
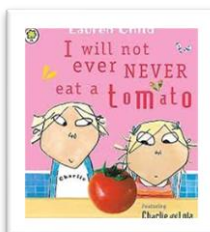
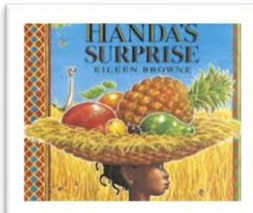
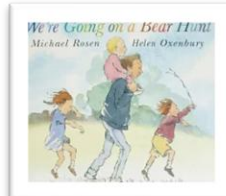
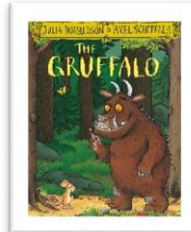
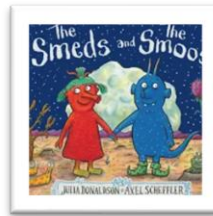
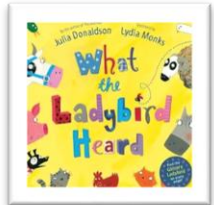
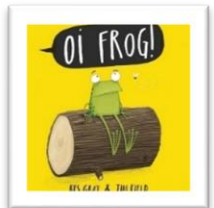
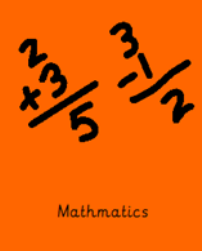


St Mark's C.E. Primary School		Curriculum Map		2026-2027		Woodland Class							
		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Theme 		MAGICAL ME AND MY COMMUNITY "Being Me in My World"		A YEAR OF WONDER: EXPLORING THE SEASONS "Sunshine, Snowflakes and Everything Between"		OUR PLANET "Little 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 	

Literacy  Comprehension Word Reading Writing	Whatever Next? : (2 weeks) • Oral re-telling • Use story language to act/retell the story The Rainbow Fish (2 weeks) • Re-telling • Sequencing the story • Identify the main characters and discuss their feelings and actions. • Using sounds to write CVC words	The Very Hungry Caterpillar: (3 weeks) • Identify the days of the week and link to events in the story. • Discuss what the caterpillar ate and how he changed. I Will Not Ever Eat a Tomato: (3 weeks) • 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 does not like to eat.	The Tiger who Came to Tea: (3 weeks) • Match simple labels to story props (e.g. plate, milk, tin, tiger). Handa's Surprise: (2 weeks) • Begin to use capital letters, finger spaces, and full stops.	We're Going on a Bear Hunt: (3 weeks) • Join in with repeated phrases and rhythmic patterns. The Night Pirates (3 weeks) • Hide and hunt for pirates • Communicate in role as pirates and learn a song about being a pirate	The Gruffalo (3 weeks) • 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. The Smegs and the Smoos (3 weeks) • Talk about the Smeds and the Smoos – what makes them different, and what brings them together. • Explore themes of diversity, friendship, and inclusion. • Create and describe their own alien character or planet in writing	What the Ladybird Heard: (3 weeks) • Match simple words to characters and locations on the farm map. Oi! Frog: (3 weeks) • Find rhyming animal-object pairs.
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Phonics and early reading Little Wandle 	Phase 2 phonics: S a t p l n m d G o c k C k e u r H b f l Tricky word reading words–is, I, the One sound to be explicitly taught weekly	Phase 2 and 3: ff ll ss Phase 3 v w x y z zz qu ch sh th ng nk Tricky word reading words – put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics 	EYFS Number and Place Value Addition and Subtraction – sorting Place Value – Comparing groups		EYFS Addition and Subtraction Measurement – Time		EYFS Addition and Subtraction Place Value Geometry – Shape and space Measurement – Measure	
<i>Number</i> <i>Numerical Patterns</i>	KS1/KS2: Number and Place Value Addition and Subtraction Shape		KS1/KS2 Money Multiplication and division Measure – length, height, mass, capacity and temperature		KS1/KS2 Fractions Time Statistics Geometry – position and direction	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
 Communication & Language Listening Attention and Understanding Speaking	Individualised skills taught in the moment/in context to request SALT plans, Attention Autism, sensory stories, Signalong, gestures, vocalisations, shape coding, colourful semantics, objects of reference, visual timetables, schedules, symbols, choosing boards, vocabulary, communication group, social stories, symbolised visuals, sound buttons.											
 Personal, Social & Emotional Development Self-regulation Managing Self Building Relationships	SR: Individualised skills taught in moment/in context to remain regulated to engage in learning: Making choices, playing with others, sharing, understanding boundaries, trying new things, emotions, zones of regulation, sensory circuits, sensory regulation MS: Individualised skills to be taught in the moment/ in context to be as independent as possible in self-care and managing themselves: Consent, private/public, sun and water safety, toilet training, dressing skills, handwashing, trying new foods, using cutlery, staying safe, staying healthy <table><tr><td>Fun with foods: Yellow</td><td>Fun with foods: Orange</td><td>Fun with foods: Red</td><td>Fun with foods: White</td><td>Fun with foods: Green</td><td>Fun with foods: Brown</td></tr></table> BR: Individualised skills taught in moment/in context to safely interact with others in a safe way: Transitions, attention autism, turn taking, sharing, playing alongside/co-operatively, social skills groups, people who help us in school and safer strangers,						Fun with foods: Yellow	Fun with foods: Orange	Fun with foods: Red	Fun with foods: White	Fun with foods: Green	Fun with foods: Brown
Fun with foods: Yellow	Fun with foods: Orange	Fun with foods: Red	Fun with foods: White	Fun with foods: Green	Fun with foods: Brown							



Gross Motor Skills

Understanding of the World



People, Culture and Communities

Ball skills
Dance

Individualised skills taught in the moment/in context to develop gross motor skills: sensory diets, exploring soft play and sensory provisions, outside spaces

Individualised skills taught in the moment/in context to develop fine motor skills through play-based opportunities:
Messy play, mark making, handwriting, pincer grip, tweezers, scissors, puzzles, twisting and turning

Past and Present –

Similarities and differences, exploring different materials and textures, comparing photographs of each other as babies and now, looking at photos from the day/week in closing group.

Weather
Changes in state – ice
melting/freezing

Looking at different countries

**Showing concern/care
for environment, nature
and animals**

Water/planting
Growing plants –
watch change

- People around us
- People who help us
- Recognising photos of self, family, pets etc

- People who help us (firefighters, paramedics, doctors)
- Special occasions (Christmas)

- Cultures around the world

- Cultures around the world
- Easter

- Growing and changing

- Jobs of a farmer
- Where food comes from

Expressive Arts and Design  <i>Expressive Arts & Design</i> <i>Creating with materials</i> <i>Being Imaginative and Expressive</i>	Each term covering: painting (colour mixing and using primary colours, using different tools), collage (tearing, cutting), textiles (weaving/threading, beads, natural materials), drawing (using different media), printing (using blocks, rollers, veg/fruit), sculpture (exploring different malleable materials), fixing (using glue and tape), folding.					
	- Self portraits - Rainbow fish creation - Stick art - Number songs - Calendar songs	- Autumn art – colour mixing - Firework art - Hungry caterpillar - Christmas art/cards - Nursery rhymes	- Paper mache models - Paintings of different habitats	- Printing and collaging - Junk modelling - Exploring instruments	Exploring instruments	- Clay animals - Animal masks
RE	Prayer Christmas Nativity		The word 'God' Easter		Caring for the World	
Write Dance						
PSHE	My healthy self	Connecting with others	The online self	Citizenship	Growing up	Citizenship
Signalong	Used in collaboration with phonics. Teaching signs related to phonemes.					
Experiences and Trips	TBC					