



# The Ark Federation

## Reception's Curriculum Map Autumn 1

Monday 14th September, 2026.

To all parents/carers and children,

Below is an outline of what's in store for us this half term. Our inquiry question will be, 'Who am I?'

Housekeeping;

- PE will be on a Thursday. Please send your child(ren) into school wearing their PE kit.
- Please ensure your child has some spare clothes in their bag in case of accidents.
- Your child(ren) will need a named water bottle at school.
- Please **name everything!** We are already gathering a collection of lost cardigans and jumpers, if it is named we can return it to you.
- We are having parent meetings in the W/C 21st September. This will be an opportunity for us to have a chat with you about your child, get to know you a little, and answer any questions you may have. Please check your Arbour app or email for links to booking your appointment.

Kind Regards,

Mr Whitney, Mrs Bryenton and Mrs James.

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| <b>Personal, Social + Emotional.</b><br>Children will be encouraged to form positive relationships including listening to each other and explaining actions. They will take part in activities that require collaboration, such as circle games and team games. Additionally the time, space and resources will be provided to allow children to collaborate in different ways. They will be learning about their feelings, and the feelings of others, by labelling emotions and lining them to the 'Zones of | <b>Communication + Language</b><br>The children will be encouraged to be good listeners by playing listening games, and instructional games. They will be encouraged to speak in a range of situations using their 'big voices'. As a class we will share rhymes, books and stories from a range of genres and cultures, including poetry and fact books. Picture prompts will be used to reinforce understanding. Staff will show interest in the words children use to communicate | <b>Physical Development</b><br>The children will be provided with the time and space to enjoy energetic daily play. They will be learning to navigate obstacles safely and at different speeds, and exploring different ways of moving. Activities, such as dough disco and funky finger challenges, will give the children opportunity and motivation to practise manipulation skills.<br><b>Key Vocabulary:</b> pinch, roll, squash, squeeze, strong, gentle, fast, slow, | <b>Phonics</b><br>The children will be introduced to the Read Write Inc phonics programme. The children will be learning set 1 sounds, where they will begin saying, recognising and writing sounds.<br><b>Key Vocabulary:</b> phoneme, grapheme, digraph, blending, segmenting, red words.<br> |
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### Peterhouse Church of England Primary Academy

Magdalen Square,  
Gorleston, Great Yarmouth, Norfolk, NR31 7BY  
Tel: 01493 661046  
E-Mail: [office@peterhouse.norfolk.sch.uk](mailto:office@peterhouse.norfolk.sch.uk)  
Head of School: Ms Sarah Lund

### Moorlands Church of England Primary Academy

Moorlands Way,  
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Tel: 01493 780007  
E-Mail: [enquiries@moorlands.dneat.org](mailto:enquiries@moorlands.dneat.org)  
Head of School: Mr John Siddles

### Executive Headteacher: Mr Ryan Freeman

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Regulation'. They will then discuss that all feelings are understandable and acceptable, but not all behaviours are.

We will discuss dangers and risks associated with activities and the children will learn the skills they need to stay safe.

We will investigate the importance of hygiene.

## Texts to support our Knowledge:

'The Colour Monster' by Anna Llenas.

'The Worrysaurus' by Rachel Bright,

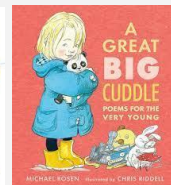
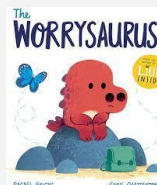
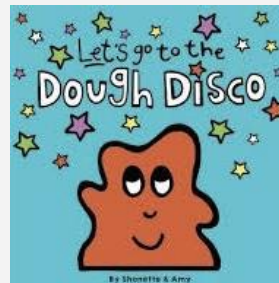
But Why Can't I? A Book about Rules by Sue Graves



**Key Vocabulary:** feelings, emotions, happy, sad, calm, frustrated, angry, love, worried, resilient, confident, rules, anger, respect, proud.

and describe their experiences, and introduce new words both discreetly and indiscreetly. The staff will model full and more complex sentences for the children to hear.

| Now                                                                                              | Next                                                                                      |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <br>bucket time | <br>cars |



## Who am I?

## Understanding the World.

Children will talk about their own home and community life, and to find out about others' experiences. They will experience a range of personal experiences including visitors in school. The children will develop a positive attitude and challenge negative stereotypes through use of stories, puppets and discussion. The children will engage in the outside environment. Skills and knowledge will be taught through the use of practical activities, and a mixture of fiction and nonfiction books.

## Texts to support

## Mathematics

The children will begin this term by learning to match, compare and sort, and use the language 'more' and 'fewer' when comparing sets of objects.

They will then compare size, mass and capacity, as well as looking at patterns. They will begin using specific language such as; 'tall', 'short', 'long', 'heavy', 'light'.

## Texts to support Knowledge:

## Literacy

Children will be introduced to a range of books, including poetry and non-fiction. We will discuss the meaning of print, that print has different purposes and that we read English text from left to right.

The children will explore rhyme and alliteration. They will begin to name different parts of the book such as the cover, the author and page numbers. We will discuss story structure, character and

## Expressive Art+Design

Singing and dancing will be incorporated into our daily routine. We will explore how sounds can be changed by experimenting with pitch and tempo. We will explore colour and colour mixing using a range of media. Adults will support children's excursions into imaginary worlds by encouraging inventiveness, and offering support and advice. The children will be encouraged to use various

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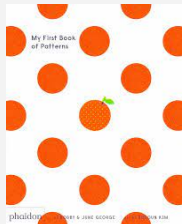
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'Beep Beep, Vroom Vroom' by Stuart J. Murphy  
 'A squash and a squeeze' by Julia Donaldson  
**Key Vocabulary:** pattern, big, small, heavy, light, long, longer, longest, short, shorter, shortest, tall, tallest.



settings in books being read. They will also be encouraged to make predictions and compare the feelings of characters with their own. Support will be given to children to recognise and write their own names.

## **Texts to support our Knowledge:**

'A Great Big Cuddle: Poems for the very young' by Michael Rosen.

**Key Vocabulary:** Title, Author, illustrator, character, setting, rhyme.

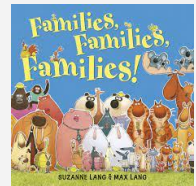
materials to build and create. They will be motivated to keep, adapt, explain and celebrate their creations through our 'Artist of the Week'.

**Key Vocabulary:** Rhythm, pitch, tempo, colour names, imagination, fiction, non fiction, character.

## **Knowledge:**

'Families, families, Families' by Suzanne Lang and Max Lang.

**Key Vocabulary:** similar, difference, race, religion observe.



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