ST ANDREW'S INTERNATIONAL PRIMARY SCHOOL

Blantyre, Malawi

A 21st-Century, Inquiry-Based Curriculum Map

Curriculum Map: Early Years Foundation Stage

Toddler • Pre-Nursery • Nursery • Reception



Introduction

Welcome to the St Andrew's International Primary School curriculum, a dynamic and forward-thinking educational framework designed to equip our pupils with the skills, knowledge and mindset to thrive in an interconnected and rapidly evolving world. While our foundation is firmly rooted in the rigorous standards of the English National Curriculum, our vision extends far beyond it, embracing the essential pillars of 21st-century learning.

We believe education must be a transformative experience. Our curriculum is built upon inquiry-based learning, where pupils are encouraged to ask probing questions, investigate complex problems and construct their own understanding. We foster critical thinking, creativity, collaboration and communication – the 4Cs – ensuring our learners are not just passive recipients of information but active, engaged participants in their own education.

A key driver of this philosophy is our deep integration of STEM (Science, Technology, Engineering and Mathematics). From the earliest years, pupils engage in hands-on, project-based learning that connects these disciplines to real-world challenges. From Key Stage 2 we introduce Artificial Intelligence (AI) Studies – content that goes beyond the statutory National Curriculum – demystifying this transformative technology so that pupils learn to use AI as a creative and analytical tool, understand its ethical implications, and develop the digital literacy essential for future success.

While our gaze is firmly on the global future, our feet are planted firmly on African soil. Our unique location in Malawi is not just a setting; it is a core component of our identity. An African context is woven throughout our curriculum, from literature and art to history and science. We study local ecosystems, celebrate Malawian and pan-African achievement, explore our rich cultural heritage, and address regional challenges through design thinking. This ensures our pupils develop a powerful sense of place, pride and agency.

From our Forest School programme in the Early Years and Key Stage 1, which cultivates resilience and a deep connection to the natural world, to our STEM and AI provision in Upper Key Stage 2, every experience is designed to inspire curiosity and a lifelong love of learning.

This document is a map to that future – a guide for nurturing resilient, empathetic and innovative young minds.

Curriculum Map: Early Years – Toddler

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Topic/Core text titles	• Me and My Environment • My Senses • Healthy Eating • My home/family • My school • My Body • My emotions	• Nursery Rhymes • Action songs • Dance & Movement • Completing rhymes • Musical instruments	• Toys • Construction • Loose parts play • Outdoors • Junk modelling • Make our own toys	• Minibeasts • Bug hotels • Names of minibeasts • Creepy crawlies	• We are going on Safari • Safari animals • Patterns • Habitat • Animal sounds	• Colours • Vegetables • Weather • Patches & patterns
Key Text	• The Very Hungry Caterpillar • Feelings • Monkey Puzzle • I Like Myself	• Twinkle Twinkle Little Star • Baa Baa Black Sheep • Incy Wincy Spider • Humpty Dumpty • Row, Row, Row Your Boat • Old MacDonald Had a Farm • Rain, Rain, Go Away • Hickory Dickory Dock • Christmas Tree	• The Paper Dolls • Harry and the Bucket of Dinosaurs • Kipper's Toybox • That's Not My Teddy? • Where's My Teddy?	• Superworm • Firefly Home • Norman the Slug with the Silly Shell • Snail Trail • Mad About Minibeasts • The Girl Who Loves Bugs	• Tinga Tinga Tales • Why Elephant Has a Trunk • Why Chameleon Changes Colour • Why Lion Roars • Why Monkeys Swing in the Trees • Why Owls Have Big Eyes	• Mouse Paint • Little Blue and Little Yellow • Colour Me Happy • Brown Bear, Brown Bear, What Do You See? • Mix It Up!
Visitors & Trips	• Roald Dahl Day • Dress Up Day • Farmers' Market • Family Farm Day	• Christmas Concert • Visit to the Farm	• Parents' Story Time	• Forest School visits	• Golden Peacock Soft Play	• Transition play session with new class teacher and teaching assistants
Personal, Social & Emotional Development	• Me and my family • I can share • My feelings • Healthy eating	• Singing in groups • Taking turns • Expressing emotions through music	• Explore feelings • Kind and cooperative play • Celebrating others' achievements	• Exploring outdoors • Forest school	• Keeping safe • Gentle hands • Sharing toys • Fostering a sense of belonging	• Colour hunt • Feelings • Sharing and turn taking

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
		• Recognising emotions in songs	• Using loose parts play			
Communication & Language	• Explore and respond to their names • Express likes and dislikes using words and gestures • Name familiar people in their family • Listen and respond to everyday instructions	• Develop listening and attention skills to nursery rhymes • Recognise familiar songs and join in with actions • Imitate sounds and gestures	• Name familiar toys • Imitate sounds • Describe what they are doing • Respond to simple questions	• Recognise and name familiar minibeasts • Imitate sounds • Follow instructions	• Recognise and name familiar Safari animals • Imitate sounds and movements • Follow instructions	• Colour songs and rhymes • Colour walk • Finger painting and talking
Physical Development *Gross Motor and Fine Motor skills are practised throughout the year to allow competence and strength to develop and improve.*	**Gross Motor** • Body parts movement • Mirror movement • Self-care practice • Dress up/role play **Fine Motor** • Finger action songs • Manipulating small props • Sensory play	**Gross Motor** • Dance and movement • Mirror movement **Fine Motor** • Finger action songs • Manipulating small props • Sensory play	**Gross Motor** • Active play to build coordination • Mirror movement • Dress up/role play • Encouraged to lift and carry **Fine Motor** • Manipulating small props • Developing hand-eye coordination • Sensory play	**Gross Motor** • Build co-ordination and body awareness • Outdoor exploration • Movement games **Fine Motor** • Manipulating small props • Developing hand-eye coordination • Sensory play	**Gross Motor** • Build co-ordination and body awareness • Outdoor exploration • Movement games **Fine Motor** • Manipulating small props • Developing hand-eye coordination • Sensory play	**Gross Motor** • Build co-ordination and body awareness • Outdoor exploration • Movement games **Fine Motor** • Manipulating small props • Developing hand-eye coordination • Threading and beading • Colour hunt • Sensory play
Letters and Sounds	In Toddler class, children explore sounds, letters, and rhythm through songs, rhymes, stories, and playful activities that help them develop listening skills, recognise sounds in words,	In Toddler class, children explore sounds, letters, and rhythm through songs, rhymes, stories, and playful activities that help them develop listening skills, recognise sounds in words,	In Toddler class, children explore sounds, letters, and rhythm through songs, rhymes, stories, and playful activities that help them develop listening skills, recognise sounds in words,	In Toddler class, children explore sounds, letters, and rhythm through songs, rhymes, stories, and playful activities that help them develop listening skills, recognise sounds in words,	In Toddler class, children explore sounds, letters, and rhythm through songs, rhymes, stories, and playful activities that help them develop listening skills, recognise sounds in words,	In Toddler class, children explore sounds, letters, and rhythm through songs, rhymes, stories, and playful activities that help them develop listening skills, recognise sounds in words,

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	and begin to link letters with their sounds.	and begin to link letters with their sounds.	and begin to link letters with their sounds.	and begin to link letters with their sounds.	and begin to link letters with their sounds.	and begin to link letters with their sounds.
Introduction to Maths	In Toddler class, children explore numbers, shapes, sizes, and patterns through playful activities, songs, and everyday experiences, helping them develop early counting skills, spatial awareness, and problem-solving abilities.	In Toddler class, children explore numbers, shapes, sizes, and patterns through playful activities, songs, and everyday experiences, helping them develop early counting skills, spatial awareness, and problem-solving abilities.	In Toddler class, children explore numbers, shapes, sizes, and patterns through playful activities, songs, and everyday experiences, helping them develop early counting skills, spatial awareness, and problem-solving abilities.	In Toddler class, children explore numbers, shapes, sizes, and patterns through playful activities, songs, and everyday experiences, helping them develop early counting skills, spatial awareness, and problem-solving abilities.	In Toddler class, children explore numbers, shapes, sizes, and patterns through playful activities, songs, and everyday experiences, helping them develop early counting skills, spatial awareness, and problem-solving abilities.	In Toddler class, children explore numbers, shapes, sizes, and patterns through playful activities, songs, and everyday experiences, helping them develop early counting skills, spatial awareness, and problem-solving abilities.
Celebrations	• Mother's Day	• Diwali • Christmas	• Chinese New Year • Valentine's Day • Eid	• Easter • World Book Day – parents and guardians come and read	• Africa Day • Career Day	• Father's Day • Soft Play Area at Golden Peacock Complex, Chichiri

Curriculum Map: Early Years – Pre-Nursery

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Topic/Core text titles	• All About Me	• Colours	• On the Farm	• Rhythm and Rhyme	• Stories We Love	• Watch It Grow
Key Text	• The Family Book • From Head to Toe • How Do You Feel? • Monster Pet	• Elmer the Elephant • Who Said Moo? • Mouse Paint • Little Blue and Little Yellow • Colour Me Happy	• Big Barn • Who Said Moo! • Mrs Wishy-Washy	• Little Miss Muffet • Humpty Dumpty • Five Little Ducks • Pat-a-Cake • Mary Had a Little Lamb • Incy Wincy Spider	• Goldilocks and the Three Bears • Jack and the Beanstalk • The Gingerbread Man • Chicken Licken • The Three Billy Goats Gruff	• The Enormous Turnip • The Tiny Seed • Katie and the Sunflowers • Ten Seeds • The Carrot Seed
Visitors & Trips	• Roald Dahl Day • Dress Up Day	• Christmas Concert	• Farm Visit • Tractor Ride • Class Pet	• World Book Day • Parents and family members to read	• Career Day	• Soft Play Area at Golden Peacock Complex, Chichiri
Celebrations	• Mother's Day	• Diwali • Christmas	• Chinese New Year • Valentine's Day • Eid	• Easter • World Book Day	• Africa Day	• Father's Day
Personal, Social & Emotional Development	• Me and my family • My home • My senses • Class rules • Healthy eating	• Colour hunt • Feelings • Sharing and turn taking	• Empathy and caring for living things • Self-confidence and independence	• Rhyme walk • Move to the beat • Familiar rhymes	• Calm story time • Story sharing • Character role play	• Seasonal change • Teamwork • Observing change
Communication & Language	• Show and Tell • Talking about self • Describe my family	• Colour songs and rhymes • Colour walk • Finger painting and talking	• Animal sounds and names • Farm story time • Farm walk/nature talk	• Singing nursery rhymes • Circle time • Small group performance	• Choosing a favourite story • Talking about feelings • Story buddies	• Garden walk and talk • Watching plants grow • Talking about what a plant needs • Parts of plants
Physical Development	• Body parts movement • Mirror movement	• Fine motor sorting • Threading and beading	• Animal movements • Spatial awareness	• Action rhymes • Dance to the beat	• Role play • Story art and fine motor skills	• Coordination • Watering plants

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	• Self-care practice • Dress up/role play	• Colour hunt	• Sensory play	• Instrumental play	• Cooking	• Planting • Taking care of plants
Literacy	• Look at pictures of themselves and talk about who they are • Begin to recognise their name • Enjoy listening to simple stories about families and friends	• Explore colour words through books • Name colours in pictures • Make marks with coloured crayons or paints	• Listen to simple farm stories • Join in with animal sounds • Use books to identify animals	• Join in with familiar rhymes • Listen and repeat sounds and words • Enjoy rhythm in stories	• Listen to favourite books repeatedly • Turn pages carefully • Begin to recall familiar story parts	• Listen to stories about growing (e.g. The Tiny Seed) • Use words like 'seed', 'plant', 'grow'
Mathematics	• Begin to count body parts ('two eyes') • Explore size (tall/short) • Match objects that belong to them	• Sort and match by colour • Count coloured objects • Use positional language ('put red next to blue')	• Count animals • Compare sizes (big/small) • Explore patterns in animal markings	• Clap and tap simple rhythms • Count beats • Recognise patterns in songs	• Count story characters • Talk about 'how many' • Use story props for counting	• Count seeds or leaves • Talk about size changes ('the plant is getting big!') • Explore the shape of leaves and pots
Expressive Art and Design	• Make self-portraits using mirrors • Explore body movement through dance • Use playdough to make faces	• Paint and mix colours • Finger paint • Explore textures with coloured rice or playdough	• Create animal crafts • Use farm animal small-world play • Sing 'Old MacDonald'	• Explore instruments and rhythm • Move to music • Create art to match song themes	• Use puppets to retell favourite stories • Role play story scenes • Draw story characters	• Paint plants and flowers • Make paper flowers • Print with leaves and vegetables
Understanding the World	• Talk about their family and who cares for them • Identify body parts • Look at themselves in mirrors	• Explore the world of colours in nature (red apples, green leaves) • Go on colour hunts	• Learn about animals and their homes • Explore farm produce (milk, eggs)	• Explore sounds in the environment • Use shakers or drums to make rhythm	• Talk about what happens in familiar stories • Explore different story settings • Cook/make porridge	• Explore soil and seeds • Plant and water seeds • Observe growth over time
Letters and Sounds	In Pre-Nursery, children explore sounds, letters, and rhythm through songs,	In Pre-Nursery, children explore sounds, letters, and rhythm through songs,	In Pre-Nursery, children explore sounds, letters, and rhythm through songs,	In Pre-Nursery, children explore sounds, letters, and rhythm through songs,	In Pre-Nursery, children explore sounds, letters, and rhythm through songs,	In Pre-Nursery, children explore sounds, letters, and rhythm through songs,

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	rhymes, stories, and playful activities that help them develop listening skills, recognise sounds in words, and begin to link letters with their sounds.	rhymes, stories, and playful activities that help them develop listening skills, recognise sounds in words, and begin to link letters with their sounds.	rhymes, stories, and playful activities that help them develop listening skills, recognise sounds in words, and begin to link letters with their sounds.	rhymes, stories, and playful activities that help them develop listening skills, recognise sounds in words, and begin to link letters with their sounds.	rhymes, stories, and playful activities that help them develop listening skills, recognise sounds in words, and begin to link letters with their sounds.	rhymes, stories, and playful activities that help them develop listening skills, recognise sounds in words, and begin to link letters with their sounds.
Introduction to Maths	In Pre-Nursery, children explore numbers, shapes, sizes, and patterns through playful activities, songs, and everyday experiences, helping them develop early counting skills, spatial awareness, and problem-solving abilities.	In Pre-Nursery, children explore numbers, shapes, sizes, and patterns through playful activities, songs, and everyday experiences, helping them develop early counting skills, spatial awareness, and problem-solving abilities.	In Pre-Nursery, children explore numbers, shapes, sizes, and patterns through playful activities, songs, and everyday experiences, helping them develop early counting skills, spatial awareness, and problem-solving abilities.	In Pre-Nursery, children explore numbers, shapes, sizes, and patterns through playful activities, songs, and everyday experiences, helping them develop early counting skills, spatial awareness, and problem-solving abilities.	In Pre-Nursery, children explore numbers, shapes, sizes, and patterns through playful activities, songs, and everyday experiences, helping them develop early counting skills, spatial awareness, and problem-solving abilities.	In Pre-Nursery, children explore numbers, shapes, sizes, and patterns through playful activities, songs, and everyday experiences, helping them develop early counting skills, spatial awareness, and problem-solving abilities.

Curriculum Map: Early Years – Nursery

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Topic/Core text titles	• Amazing Me • Routines and Boundaries • Me and My Friends • My Healthy Body • My Emotions and Feelings • My Senses	• Traditional Tales • In a Land Far Away	• Things That Go! • Transport: Land, Air and Sea	• Big Ideas (STEM and Cognition)	• Dinosaurs	• Here, There and Everywhere (Habitats)
Key Text	• Ruby's Worry • Supertato • What the Ladybird Heard? • Meesha Makes Friends • Gentle Ben	• The Magic Porridge Pot • Little Red Riding Hood • The Little Red Hen • The Tortoise and the Hare • The Princess and the Pea • Hansel and Gretel • Stickman • Christmas stories	• The Journey Home • Emma's Aeroplane • Jojo's Wire Car • The Great Balloon Hullabaloo • The Runaway Train • Duck in the Truck	• Paper Dolls • If I Built a House • Billy Bixby • The Most Magnificent Thing • Ada Twist, Scientist • Rosie Revere, Engineer	• From Mild to Wild • Harry and His Bucket Full of Dinosaurs • Stomp, Dinosaur, Stomp • Dinosaur Bones • Dinosaur Roar • Oi Dinosaurs!	• Lost and Found • Rumble in the Jungle • We're Going on a Bear Hunt • Sharing a Shell • Little White Owl • Commotion in the Ocean • Giraffes Can't Dance
Visitors & Trips	• Dentist • Farmers' Market • Family Farm Day	• Christmas Production • Special Visitor • Picnic	• Visit to the Airport • Visit to the Train Station	• STEM Extravaganza	• End of Year Trip	
Personal, Social & Emotional Development	• Settling into my class • Understanding routines and boundaries • Being a good friend	• **Self-Regulation:** begin to negotiate and solve problems without aggression • **Managing Self:** show resilience and perseverance in challenging activities	• **Managing Self:** be confident to talk to others about their own needs, wants, interests and opinions • **Building Relationships:** work with peers to plan, negotiate and	• **Self-Regulation:** remember and talk about their own needs, wants, interests and feelings of others • **Managing Self:** giving it a go	• **Building Relationships:** play collaboratively in small groups, sharing and taking turns • **Self-Regulation:** focus on their own activity, learning to ignore distractions	• **Managing Self:** independently make healthy choices about food, drink, and activity • **Building Relationships:** understand that people have

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
			make decisions about activities			different needs and try to help
Communication & Language	• **Listening, Attention & Understanding:** follow instructions involving several ideas or actions • **Speaking:** ask 'how' and 'why' questions to seek information	• **Listening, Attention & Understanding:** maintain attention during group stories or activities • **Speaking:** use talk to organise, sequence and clarify thinking, ideas, feelings and events	• **Speaking:** use a wider range of vocabulary, clearly articulating words • **Listening, Attention & Understanding:** listen carefully to what others say and respond appropriately	• **Speaking:** extend vocabulary, especially by linking thoughts and events (e.g. using 'because' and 'so') • **Listening, Attention & Understanding:** respond to instructions that refer to objects or actions not present	• **Speaking:** participate in role play, expressing thoughts and feelings in different voices • **Listening, Attention & Understanding:** talk about events in the past, including those that happened earlier the same day	• **Speaking:** express themselves effectively, using past, present and future tenses accurately • **Listening, Attention & Understanding:** show understanding of prepositions like 'under', 'behind', 'next to'
Physical Development *Skills are practised throughout the year to allow competence and strength to develop and improve.*	• **Gross Motor Skills:** confidently move and balance in a range of ways (e.g. running, jumping, climbing) • **Fine Motor Skills:** use a three-fingered pincer grip to hold pens/pencils for drawing	• **Gross Motor Skills:** negotiate space successfully when running, jumping and climbing • **Fine Motor Skills:** use simple tools safely and with increasing control (e.g. scissors, glue spreaders)	• **Gross Motor Skills:** show increasing control and coordination in movement and games • **Fine Motor Skills:** use small tools and equipment safely (e.g. cutting, joining, connecting materials)	• **Gross Motor Skills:** develop control and coordination in throwing, catching and kicking • **Fine Motor Skills:** manipulate resources to make models and constructions	• **Gross Motor Skills:** practise skills using large equipment, challenging themselves to take risks • **Fine Motor Skills:** begin to show accuracy and care when drawing and mark-making	• **Gross Motor Skills:** develop positional awareness by changing direction and speed • **Fine Motor Skills:** handle tools, objects, construction, and malleable materials safely and with increasing control
Literacy *Children are immersed in a range of carefully selected books and stories on a daily basis, both during story times/continuous provision, when children explore the book corner and a range of puppets.*	• **Comprehension:** engage in a sustained period of reading/story time • **Writing:** give meaning to marks they make as they draw, write, and paint	• **Comprehension:** show interest in books and their content, using them for a range of purposes • **Writing:** use drawing to represent ideas and information	• **Comprehension:** understand that information can be found in books and the environment • **Writing:** begin to form recognisable letters, using recognisable mark-making patterns;	• **Comprehension:** anticipate key events and phrases in stories and rhymes • **Writing:** write some letters accurately, for example their name; trace simple	• **Comprehension:** retell narratives, including describing main characters, setting and events • **Writing:** attempt to write short messages or labels; according to	• **Comprehension:** learn new vocabulary through stories, non-fiction books, and new experiences • **Writing:** use their knowledge of phonics to attempt

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
			pre-writing skills, spiral, zig-zag, hoops	patterns; open crisps and yoghurts independently	ability, learn to make a zig-zag from left to right	to spell short words; according to ability, draw shapes accurately
Phonics	• **Environmental Sounds:** tune into sounds around them (e.g. sounds in the home/setting) • **Instrumental Sounds:** experiment with different sounds using musical instruments	• **Body Percussion:** explore and replicate simple rhythms using their body (clapping, stamping, tapping) • **Voice Sounds:** explore changing vocal pitch, volume, and rhythm	• **Alliteration & Rhyme:** identify words that begin with the same sound in stories and songs	• **Revision of Terms 1 and 2:** Initial Sounds	• **Alliteration & Rhyme:** begin to offer a rhyming word, even if it is a nonsense word • **Oral Blending & Segmenting (Object Focus):** use a 'Dinosaur Egg' to hide a small toy – the adult says the toy's name in segments (c-a-t) and the child blends the sounds to 'crack' the egg and reveal the object • **Pre-GPC:** introduce the first few Phase 2 grapheme-phoneme correspondences and their actions/songs	• **Oral Blending & Segmenting:** orally segment the initial sound from a word (e.g. 'cat' → /c/) • **Pre-GPC:** match some spoken phonemes to their printed graphemes, especially for words that are personally meaningful (e.g. their initial)
Mathematics: Number & Numerical Patterns *Days of the week and months of the year are covered using our wall calendar and ongoing stories, birthdays and topics related to time.*	• **Number:** accurately count objects in a mixed group up to 5 • **Numerical Patterns:** begin to use mathematical names for 'bigger' and 'smaller'	• **Number:** recite number names in order from one to ten • **Numerical Patterns:** compare quantities, saying 'more', 'fewer' or 'the same'	• **Number:** know that the last number counted is the total number of objects • **Numerical Patterns:** notice and correct an error in a simple repeating pattern (e.g. in a rhyme or rhythm)	• **Number:** count beyond ten and know that numbers identify how many objects are in a set • **Numerical Patterns:** ABC pattern making – recap and revise	• **Number:** subitise (recognise quantities without counting) up to 3 • **Numerical Patterns:** understand concepts of 'time' (e.g. 'yesterday', 'now', 'tomorrow')	• **Number:** verbally count beyond 20, knowing the pattern of the count • **Numerical Patterns:** show an interest in shape and spatial reasoning by rotating shapes to fit into an outline

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
White Rose Maths	• **Number:** accurately count objects up to 5, knowing the last number is the total (cardinality); subitise (recognise quantities without counting) up to 3 • **Shape, Space & Measure:** begin to match objects and pictures based on simple attributes (colour, size, shape) • **Numerical Patterns:** continue and copy simple AB or ABC repeating patterns	• **Number:** recite numbers in order from one to ten • **Shape, Space & Measure (Comparison):** begin to use the language of comparison for size (e.g. 'bigger', 'shorter', 'heavier') when describing characters and settings • **Numerical Patterns:** continue and copy simple AB or ABC repeating patterns	• **Number:** accurately count 4 and 5 objects • **Numerical Patterns:** understand that numbers are made up of smaller numbers (composition) through sorting and combining sets up to 3 • **Shape, Space & Measure (Shape):** name and describe common 2D shapes (circle, square, triangle)	• **Number:** show awareness of zero or 'none' when objects are taken away • **Shape, Space & Measure (Comparison):** put 2 or 3 objects in order of size or height (seriation) • **Numerical Patterns:** continue and copy simple AB or ABC repeating patterns	• **Number:** show confidence in counting and accurately identifying sets of 6, 7 and 8 • **Numerical Patterns:** recognise and continue more complex patterns (e.g. AABB) • **Shape, Space & Measure (Shape):** use positional language (e.g. 'behind', 'next to', 'under') when setting up dinosaur small-world play	• **Number:** accurately count, represent, and recognise numerals up to 10 • **Numerical Patterns:** begin to use mathematical names for 'bigger' and 'smaller' when comparing number sets up to 10 • **Shape, Space & Measure (Measure):** use language related to time (e.g. 'morning', 'before', 'after', 'next') to sequence routine events
Understanding the World	• **People, Culture & Communities:** know some things about their own family and past events in their life • **The Natural World:** notice and comment on characteristics of living things (e.g. their pets)	• **Past and Present:** talk about the lives of people familiar to them (e.g. family, friends, staff) • **People, Culture & Communities:** be sensitive to the needs of others	• **Past and Present:** talk about the different roles of people in the community (e.g. police officer, doctor, pilot) • **The Natural World:** explore the natural world around them (e.g. collecting items for observation)	• **Past and Present:** use vocabulary related to time (e.g. 'in the past', 'long ago') • **People, Culture & Communities:** recognise a range of special times or events significant to themselves or their family, including family celebrations and festivals from different faiths and cultures	• **Past and Present:** show curiosity about the past through stories, visitors, and objects • **The Natural World:** talk about how they and others show care and concern for living things	• **People, Culture & Communities:** know that there are different countries in the world and talk about differences • **The Natural World:** understand how to protect and preserve their local environment
Expressive Arts & Design	• **Creating with Materials:** create simple	• **Creating with Materials:** explore colour and how	• **Creating with Materials:** construct with a	• **Creating with Materials:** explore different media	• **Creating with Materials:** safely use and explore a	• **Creating with Materials:** realise that different

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	representations of objects, people or events ● **Being Imaginative & Expressive:** engage in imaginative play based on their own first-hand experiences	colours can be changed (e.g. mixing paints) ● **Being Imaginative & Expressive:** invent songs or actions to go with rhymes and stories	purpose in mind, using a variety of resources ● **Being Imaginative & Expressive:** join in with song and dance during group times and spontaneous play	(e.g. chalk, paint, pastels) to create textures and effects ● **Being Imaginative & Expressive:** begin to develop an awareness of different musical instruments and how they can be played	variety of materials, tools, and techniques ● **Being Imaginative & Expressive:** pretend that objects are things from their stories or themes (e.g. a stick is a wand)	media have different qualities and can be used for different purposes ● **Being Imaginative & Expressive:** collaborate with others on complex imaginative play and shared narratives
Celebrations	● Mother's Day	● Diwali ● Christmas	● Chinese New Year ● Valentine's Day ● Eid	● Easter ● World Book Day	● Africa Day	● Father's Day

Curriculum Map: Early Years – Reception

Sample Inquiry Unit – Understanding the World (Term 2B: The Fish Who Could Wish)

- **21st Century Focus:** Environmental stewardship, inquiry.
- **Forest School Link:** Pond-dipping exploration, understanding aquatic habitats.
- **African Context:** Learn about fish species in Lake Malawi (e.g. cichlids). Discuss why Lake Malawi is important to the country.
- **LO:** To identify what animals need to survive in a water habitat.
- **LOU:** All: can name a fish from Lake Malawi. Most: can describe what the fish needs to live (clean water, food). Some: can explain how pollution might affect the fish.
- **Differentiation:** Support: use picture cards and sensory bins. Extend: create a simple poster on 'Keep Lake Malawi Clean'.
- **Resources:** Storybook, pictures of Lake Malawi cichlids, sensory water tray, magnifying glasses.

Sample Inquiry Unit – Physical Development (All Terms: Gross Motor)

- **21st Century Focus:** Resilience, collaboration.
- **Forest School Link:** Weekly structured Forest School sessions focusing on building dens, navigating uneven terrain, and using natural materials.
- **African Context:** Learn about Malawian trees and their uses (e.g. mango, baobab).
- **LO:** To work collaboratively to build a simple shelter using natural materials.
- **LOU:** All: can gather safe natural materials. Most: can help to assemble parts of a den. Some: can explain why their den provides shelter.
- **Resources:** Ropes (supervised), tarpaulins, natural loose parts (sticks, leaves).

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Topic/Core text titles	• All About Me • Spot Goes to School • I Am Absolutely Too Small for School • Stickman • Wow! Said the Owl • Owl Babies • Guess How Much I Love You?	• In a Land Far Away • The Smartest Giant in Town • Sharing a Shell • The Elves and the Shoemaker • Chicken Licken • The Gruffalo's Child • The Princess and the Pea • The Princess and the Wizard	• Super Safari • Why Giraffe Has a Long Neck • Why Elephant Has a Trunk • Hungry Hyena • Hot Hippo • Lazy Lion	• Out to Sea • The Fish Who Could Wish • Tiddler • The Lighthouse Keeper's Rescue • The Rainbow Fish • The Snail and the Whale	• Superheroes – People Who Help Us • All Through the Night • Whose Hands Are These? • Nurses • Wobble the Waitress • Mr Tick the Teacher • Topsy and Tim Meet the Firefighters	• Space • Planets • The Moon • All About Stars • The Way Back Home • Here We Are • How to Catch a Star • Aliens Love Underpants
Visitors & Trips	• Tour of the classroom, playground, and school • Family Farm Day	• Stay and Play event	• Games Haven • Mystery Reader	• Visit to farm and forest • World Book Day	• Visit from a doctor/nurse	• Sports Day • Reception Graduation

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
	• Farmers' Market					
Personal, Social & Emotional Development	• Me and my relationships • Class rules • Friendships	• Being my best • Healthy food and lifestyles	• Keeping safe and online safety	• Feelings	• Valuing difference • Rights and respect	• Growing and changing
Communication & Language	• Use new vocabulary throughout the day – through new routines, school surroundings and resources • Understand a question or instruction that has two parts • Understand how to listen carefully and why listening is important • Circle time activities	• Listen carefully to and learn rhymes, poems, and songs • Listen to and talk about stories with increasing attention • Begin to ask questions to find out more and to check that they understand what has been said to them	• Use new vocabulary in different contexts • Articulate their ideas and thoughts in well-formed sentences	• Connect one idea or action to another using a range of connectives, e.g. because, and then, so • Describe events in some detail using some sequencing vocabulary (before, after, yesterday)	• Sustain listening when involved in a range of scenarios, e.g. whole class, group • Listen to a selection of fiction, non-fiction, rhymes and poems with increasing attention and understanding	• Confidently use new vocabulary when talking to others • Confidently engage with stories, non-fiction and rhymes, making appropriate comments
Physical Development *Skills are practised throughout the year to allow competence and strength to develop and improve.*	**Gross Motor** • Explore different ways of moving – walk, run, skip, hop, jump • Change for PE independently **Fine Motor** • Threading, cutting, weaving, playdough • Manipulate objects with good fine motor skills	**Gross Motor** • Ball skills – throwing and catching • Use a range of wheeled resources to balance, sit or ride on, or pull and push **Fine Motor** • Draw lines and circles using gross motor movements • Hold a pencil/paintbrush	**Gross Motor** • Ball skills – aiming, dribbling, pushing, throwing and catching, patting, or kicking **Fine Motor** • Draw freely • Handle small items: buttoning clothing • Cut with scissors	**Gross Motor** • Balance – move with confidence • Dance-related activities • Spin, rock, tilt, fall, slide and bounce **Fine Motor** • Develop pencil grip and letter formation • Use one hand consistently	**Gross Motor** • Obstacle activities – move over, under, through and around equipment **Fine Motor** • Form letters correctly • Copy a square • Begin to draw diagonal lines, like a triangle • Start to colour inside the lines of a picture	**Gross Motor** • Races/team games involving gross motor movement, listening, copying and experimenting **Fine Motor** • Start to draw recognisable pictures • Build with smaller linking blocks,

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
		beyond a whole-hand grasp • Pencil grip		• Cut along a straight line with scissors; start to cut along a curved line, like a circle		such as Duplo or Lego
Literacy	• Mark making • Lists • Letter formation • Labelling • Recognising initial sounds • Name-writing activities • Engage in extended conversations about stories, learning new vocabulary	• Captions • Instructions • Letter formation • Traditional tales • Sequence familiar stories using pictures to tell the story	• Simple sentences • Fantasy stories • Non-fiction • Retell stories related to events through acting/role play • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	• Recognise rhymes • Caption and draw stories with familiar settings • Retell a story with actions and/or picture prompts as part of a group, using story language when acting out a narrative	• What does a sentence need? • Non-fiction • Characters • Draw pictures of characters/events/settings in a story • Listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions and reactions	• Write stories • Sentences with capital letters, finger spaces and full stops • Make predictions • Sort books into categories
Phonics *Children read and understand simple sentences. They use phonic knowledge to sound out regular words and read them aloud accurately. They also read some common exception words.*	s, a, t, p, i, n, m, d, g, o, c, ck, e, u, r, h, b – children are introduced to initial sounds. • **High-frequency words:** a, at, as, in, it, is, I, an, and, am, dad, to, into, go, no, the, get, dog, can, not, cat, up, mum, put, had, oh, him, his, has, big	f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, oo, ar – children are taught to blend sounds into words orally. • **High-frequency words:** he, she, me, we, be, of, if, off, you, my, they, for, will, all, went, was, from, help, too, her, with, are, yes, that, this, said	oo, ow, ee, ur, ai, or, oa, er, igh, air, oi, ear, ure – secure blending of words with digraphs. • **High-frequency words:** look, now, down, see, going, just, have, it's, do, so	Recap on all Phase sounds (addressing sound gaps). Children are taught to blend words containing four sounds and consonant blends. • **High-frequency words:** come, some, were, like, by, when, what, little, day, away, children, play	Alliteration & Rhyme (Terms 1 and 2): Initial Sounds. Children are taught CVCC words and high-frequency words; recap all Phase 2, 3 and 4 sounds; recall previous high-frequency words. • **High-frequency words:** your, here, saw, time, out, house, about, made, make, came, I'm, very, old, called, asked	Oral Blending & Segmenting: children review all Phase 2, 3 and 4 sounds and high-frequency words, and build speed reading words containing Phase 2, 3 and 5 sounds. • **High-frequency words:** made, make, came, I'm, very, old, called, asked, looked, their, our, Mr, Mrs, don't, people, could

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Mathematics *Days of the week and months of the year are covered using our wall calendar and ongoing stories, birthdays and topics related to time.*	• Match, Sort & Compare • Match pictures and objects • Sort objects by type • Explore sorting techniques • Compare amounts • Talk about measure and patterns • Compare size, mass, capacity • Copy and continue simple patterns • Create simple patterns	• It's Me 1, 2, 3 • Find, subitise and represent 1, 2 and 3 • 1 more, 1 less • Composition of 1, 2 and 3 • Circles and Triangles • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position • Find, subitise and represent 4 and 5 • Composition of 1–5 • Shapes with 4 sides • Identify, name and combine shapes with 4 sides	• Alive in 5 • Introduce zero • Find, subitise and represent 0 to 5 • Composition; conceptual subitising to 5 • Compare mass; find a balance • Explore and compare capacity • Growing 6, 7, 8 • Find and represent 6, 7 and 8 • Composition of 6, 7 and 8 • Make pairs – odd and even • Double to 8 (find a double) • Combine 2 groups • Length, Height and Time • Explore and compare length and height • Talk about, order and sequence time	• Building 9 and 10 • Find 9 and 10 • Compare and represent 9 and 10 • Conceptual subitising to 10 • Composition to 10 • Bonds to 10 (2 parts, then 3 parts) • Make arrangements of 10 • Doubles to 10 (find a double) • Explore even and odd • Explore 3D shapes • Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns	• 20 and Beyond • Build numbers beyond 10 • Continue patterns and verbal counting beyond 10/20 • Replicate and build scenes and constructions • Describe positions • Give instructions to build and explore mapping • Represent maps with models • Create own maps and plans from familiar places and story situations • Make connections; deepen understanding of patterns and relationships	• Sharing and Grouping • Explore sharing • Even and odd sharing • Play with and build doubles • Visualise, build and map • Identify units of repeating patterns • Create and explore own pattern rules
Understanding the World	• Routines • Family customs, including festivals and celebrations from different faiths and cultures	• Similarities, differences, patterns, and change • Other communities	• Places and maps • Environment	• Life cycles	• Seasonal change	• Living things

Subject	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Expressive Arts & Design	• Self-portraits • Painting with primary colours	• Colour mixing • Shape	• Music and instruments • Sound and rhythm	• Food technology • Using tools	• Artist focus • Skill-based learning	• Environmental art
Celebrations	• Mother's Day	• Diwali • Christmas	• Chinese New Year • Valentine's Day • Eid	• Easter • World Book Day	• Africa Day	• Father's Day