

Reception Curriculum Map

		<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
		<u>People</u>		<u>Water</u>		<u>Life</u>	
PRIME AREAS	Communication & Language <i>Throughout the year the children will:</i>	Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversations when engaged in back and forth exchanges with their teachers and peers			Speaking Participate in small group, class and one – to -one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary form stories, non -fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher		
	Personal, Social and Emotional Development <i>Throughout the year the children will:</i>	Self – regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving ideas or actions		Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy foods		Building Relationships Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others’ needs	
	Physical development <i>Throughout the year the children will:</i>	Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing			Fine Motor Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing		
	Handwriting	Pen pals Patterns and name writing Letter family practise			Pen pals Letter family practise		
	Get Set For PE	Introduction to PE Find a space Freezing on command	Ball Skills Rolling and receiving Throwing to a target Bouncing	Dance Explore space and use safely	Fundamentals (mixed skills)	Games Develop their understanding of playing games	Gymnastics Explore basic movements Create shapes

		Using and sharing equipment Working individually Work with a partner and group Moving safely Running Jumping Throwing Catching Following a path Rolling	Dribbling with feet Kicking a ball Develop fine and gross motor skills using a variety of equipment Develop decision making using simple tactics	Explore travelling movements Explore shapes and balances Choose own actions Copy, repeat and remember actions Introduced to counting in time with the music To perform and feedback	Develop fundamental movements skills including Balancing, running, changing direction, jumping, hopping, and travelling Develop fine and gross motor skills Use space safely work independently or with a partner	Practice movement skills Learn how to score and play by the rules Work with a partner and develop playing in a team Learning how to behave when winning and losing	Balances Jumps Rolls Use space safely Perform basic skills on both the floor and on apparatus Copy, create, remember a short sequence Begin to understand using different levels and directions when travelling and balancing
SPECIFIC AREAS	Literacy Power of Reading	Focus Texts Ruby's Worry Percy the Park Keeper So much	Focus Texts The Secret Sky Garden Stanley's Stick Hello Friend	Focus Texts Lila and the Secret of the Rain	Focus Texts Billy's Bucket Surprising Sharks	Focus Texts Growing Frogs Jack and the Beanstalk Oliver's vegetables	Focus Texts No Dinner! The story of the Old Woman and the Pumpkin
	<i>Throughout the year the children will:</i>	Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate- key events in stories Use and understand recently introduced vocabulary during discussions about stories, non – fiction, rhymes dan poems and during role play		Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words		Writing Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others	
	Phonics Little Wandle	Phase 2	Phase 2/3	Phase 3	Phase 3	Phase 4	Phase 4
	Mathematics Maths is taken from the Development Matters bands supplemented by White Rose Maths (seen in italics)	Just like me! <i>Matching and sorting objects</i> <i>Comparing amounts- more/fewer/same</i> <i>Comparing size, mass and capacity</i> <i>Exploring pattern</i>		Alive in 5! <i>Introducing zero</i> <i>Comparing numbers to 5</i> <i>Composition of 4 and 5</i> <i>Comparing mass</i> <i>Comparing capacity</i>		To 20 & beyond <i>Building numbers beyond 10</i> <i>Counting patterns beyond 10</i> <i>Spatial reasoning – completing puzzles, match, rotate and manipulate</i>	

		<p>Its me 123 <i>Representing 1, 2 and 3</i> <i>Comparing 1,2 and 3</i> <i>Composition of 1, 2 and 3</i> <i>Circle and triangles</i> <i>Positional language</i></p> <p>Light and Dark <i>Representing numbers to 5</i> <i>One more and less</i> <i>Shapes with 4 sides</i> <i>Time – night and day, ordering familiar events in a day</i></p>	<p>Growing 6, 7, 8 <i>6, 7 and 8</i> <i>Combining 2 groups</i> <i>Length and height</i> <i>Time – events over time</i></p> <p>Building 9 & 10 <i>9 &10</i> <i>Comparing numbers to 10</i> <i>Bonds to 10</i> <i>3D shape</i> <i>Pattern – more complex repeating patterns</i></p>	<p>First Then Now <i>Adding more</i> <i>Taking away</i> <i>Spatial reasoning- making shapes, compose and decompose shapes</i></p> <p>Find My Pattern <i>Doubling</i> <i>Sharing and grouping</i> <i>Even & odd</i> <i>Spatial reasoning – making models, visualise and build</i></p> <p>On the Move <i>Deepening understanding – problem solving</i> <i>Patterns and relationships between shapes and numbers</i> <i>Spatial reasoning, mapping</i></p>
	<p><i>Throughout the year the children will:</i></p>	<p>Number Have a deep understanding of number 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts</p>		<p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
	<p>Understanding the World Science</p>	<p>Know and name the parts of the body Healthy eating and healthy bodies</p>	<p>Know that water is vital to all living things Know that water exists in different forms Know the properties of different materials Know that different animals live in different habitats Know that some things float and some things sink</p>	<p>Know that humans are animals and that there are different types of animal Know about different habitats Know the life cycle of a sheep, chick and human Know the names of baby animals Know what humans need to stay healthy Know the parts of a plant Know the life cycle of a plant Know what plants need to grow</p>

<p><i>Throughout the year the children will:</i></p>	<p>History</p>	<p>Family and personal history Know about a significant local figure – George Cadbury Know about the history of our school Black History Month</p>	<p>Exploration across the sea – the concepts and vocabulary of exploration by sailing ship with pirates as a particular focus</p>	<p>Different lives – know about kings, queens, princes, princesses, castles, palaces and rich and poor, with a focus on traditional fairy tales.</p>
	<p>Geography</p>	<p>Know about the local environment Compare and contrast localities (Bournville/Birmingham) Simple maps – imaginary and of locality Compare contrasting localities – India Drawing maps (inspired by texts such as What the Ladybird heard)</p>	<p>Know where water comes from Know about different water sources locally and further away Know that there are different oceans Know the geographical vocabulary for the coast Drawing maps (inspired by texts such as What the Ladybird heard)</p>	<p>Know what a farm is Know what happens on a farm Know that there are different types of farm Know that most farms are in the countryside Learn some geographical vocabulary (town, countryside, urban, rural, season) Explore how seasons affect the work on a farm Compare and contrast life on a farm and life in a town Drawing a map of a farm</p>
	<p>Past and Present</p>	<p>Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non – fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from</p>	<p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>

				stories, non – fiction texts and – when appropriate – maps			
	Expressive Arts and Design			Eric Carle – Text: Little Cloud illustrations Jackson Pollock – under water picture Under the sea artwork		Archimbaldo – fruit/veg picture Observational drawing (fruit, plants and veg)	
	Art						
	DT			Creating a pencil pot Modelling with reclaimed materials Making playdough Family cards		Modelling with reclaimed materials Making playdough	
	Music Charanga	Me! Listen and appraise Explore and create Sing Share and perform <i>Naming instruments</i> <i>Identifying and maintaining pulse</i> <i>Creating rhythms</i> <i>Pitch</i>	My Stories Listen and appraise Explore and create Sing Share and perform <i>Naming instruments</i> <i>Identifying and maintaining pulse</i> <i>Creating rhythms</i> <i>Pitch</i>	Everyone! Listen and appraise Explore and create Sing Share and perform <i>Naming instruments</i> <i>Identifying and maintaining pulse</i> <i>Creating rhythms</i> <i>Pitch</i>	Our World Listen and appraise Explore and create Sing Share and perform <i>Naming instruments</i> <i>Identifying and maintaining pulse</i> <i>Creating rhythms</i> <i>Pitch</i>	Big Bear Funk Listen and appraise Explore and create Sing Share and perform <i>Naming instruments</i> <i>Identifying and maintaining pulse</i> <i>Creating rhythms</i> <i>Pitch</i>	Reflect, rewind and Replay Listen and appraise Explore and create Sing Share and perform <i>Naming instruments</i> <i>Identifying and maintaining pulse</i> <i>Creating rhythms</i> <i>Pitch</i>
	<i>Throughout the year the children will:</i>	Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories			Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well- known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music		
	PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	RE	Different religions: An introduction Harvest Yom Kippur School Rules and Values	Diwali Christmas	Chinese New Year Creation Story Noah's Ark Jonah and the Whale	Easter Holi	Eid al-Fitr/Ramadan Vaisakhi Vesak	Stewardship Visit to St Francis Church

