



## Reception Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes</b>	<b>Special Me</b>  Baselines (2 weeks)	<b>Celebrations</b> 	<b>Adventures</b> 	<b>Superheroes and people who help us</b> 	<b>Minibeasts/Growth</b> 	<b>Traditional Tales</b> 
<b>Core texts</b>	<b>Simpkin</b>  <b>Peace at last</b>	<b>Light and Dark</b>  <b>Whatever Next</b>  <b>Here come the aliens</b>	<b>The Gruffalo</b>  <b>We're going on a bear hunt</b>	<b>People who help us – 6 books</b>	<b>The Very Hungry Caterpillar</b>  <b>Tadpoles Wish</b>	<b>Little Red Riding Hood</b>  <b>Jack and the Beanstalk</b>  <b>Goldilocks and the 3 bears</b>
<b>Additional Texts</b>	<b>My mum is Fantastic</b>  <b>My dad is brilliant</b>  <b>My Amazing body</b>	<b>The Enormous Turnip</b>  <b>Pumpkin Soup</b>  <b>he Jolly Christmas Postman</b>	<b>Where the Wild Things are</b>  <b>Rosie's Walk</b>	<b>Supertato</b>	<b>Mad About Minibeasts</b>	<b>The Little Red Hen</b>  <b>The Three Little Pigs</b>
<b>3 prime areas of learning and development</b>	<b>Personal, Social and Emotional Development</b>  Jigsaw - <b>Being me in my World</b> Routines of the school day Create class rules  Think about the feelings of others  Talk about my family and other people who are important to me  Modelling play, desired behaviour and tidy up routines	<b>Jigsaw – Celebrating Differences</b> Diversity and Friendships, Accepting each other  Think about occasions/ events/ special to themselves and family  Trying new activities and select resources independently  Exploring different cultures and religions  Respecting and accepting others cultures and believes	<b>Jigsaw – Dreams and goals</b> Hopes and dreams Strengths and Challenges  Becoming more confident in new social situations  Adapting behaviour to different events  Resolving conflict	<b>Jigsaw – Healthy Me</b>  Emotional Health – Being safe, friendships  Physical Health – Balanced diet, physical activity, keeping clean	<b>Jigsaw - Relationships</b>  Families and friendships, Safeguarding  Resolving conflicts	<b>Jigsaw – Changing Me</b> Talking about achievements Moving on and saying goodbye – transition Expressing our feelings and emotions appropriately.



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<b>Physical Development</b>	<p>Spatial awareness</p> <p>Managing own personal hygiene</p> <p>Pencil control and grip: Following patterns</p> <p>Using scissors to cut</p> <p>Manipulating malleable materials for example playdough</p> <p>Exploring movements with my body</p>	<p>Pencil grip/control: letter formation, air writing</p> <p>Gross Development – Obstacle courses to travel in a variety of different ways</p> <p>Throwing and catching – ball skills Hopping/ balancing</p> <p>Self-care needs – building independence to clean and look after themselves.</p>	<p>Travel around, under, over, through</p> <p>Awareness of space</p> <p>Use small and large equipment</p> <p>Running races</p> <p>Self-care needs – building independence to clean and look after themselves.</p>	<p>Ball skills – bouncing small balls</p> <p>Parts of the body</p> <p>Dance</p> <p>Gymnastics</p>	<p>Gymnastics / Big Moves</p> <p>Handwriting – correct letter formation.</p> <p>Team games, introducing the idea of working in a team.</p> <p>Using large equipment safely.</p> <p>Explore construction materials, recycled materials,</p> <p>Balancing skills</p> <p>Dressing / undressing</p> <p>Learning to talk about why eating healthily and keeping fit is important</p>	<p>Sports day practise</p> <p>Safety in the sun.</p> <p>Master movements including running, jumping, throwing and catching as well as developing balance, agility and coordination.</p> <p>Handwriting correct capital letter formation.</p> <p>Participate in team games.</p> <p>Learning to manage their own hygiene needs.</p> <p>Healthy &amp; Unhealthy food</p>
<b>Communication and Language</b>	<p><i>Throughout the year children will:</i></p> <ul style="list-style-type: none"> <li>• Learn to speak with confidence during circle/carpet times</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions</li> <li>• Use appropriate story language to re-enact/re-tell simple and familiar stories               <ul style="list-style-type: none"> <li>• Learn new vocabulary relating to topics</li> <li>• Show and Tell</li> </ul> </li> </ul>					



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4 specific areas of learning and development	<b>Literacy</b>	Talking about events in stories in detail	Difference between fiction and non-fiction	Making a list of things to pack	Focus on different superheroes and their powers. Story writing based on a superhero.	Poetry	Linking sentences together - conjunctions
		Describing characters	Sequencing pictures from familiar stories	Describe and create a setting-caption	Non-Fiction Finding out about real life superheroes.	Writing more complex sentences. Exploring punctuation –full stops and Capital letters	Independent writing – postcards, letters., safety posters, holiday brochures, message in a bottle, treasure maps
	Talking about front covers of books	Individual readers – introduce scheme books	Writing directions(maps)	Researching about real life superhero’s using information books.	Photograph stimulus to use descriptive language. Offer range of texts – fiction/non-fiction, instructions, labels and words linked to the topic.	Beginning, middle, end story sequencing.	
	Writing numerals	Christmas and Diwali cards/letters/lists to Santa	Writing a postcard	Explore the features of an information books and the use of a contents page.	Writing for a purpose – seed packets, etc.	Main character, setting	
	Writing Labels for body parts	Recognising and beginning to write own name.	Identify rhyme	World Book Day activities		Extended sentence writing, making own books	
	Recognising and beginning to copy own name.		Gruffalo’s Menu Writing			Read own writing to an adult.	
<b>Phonics</b>			Write own name without aid			Examples of different types of poems. Writing acrostic poems	
	Phonic on entry assessments	Set 1 Sounds and Oral Blending	Set 1 Sounds/Red Ditty Books/Red/tricky words such as I, the, put	Reading and spelling red words: I, the, to, a, my, for, of, you, put	Set 2/3 sounds/ Red &Green Ditty Books/ Red and high Frequency words such as Using capital letters, finger spaces and full stops	Story Structure Characters Other traditional tales and their similarities and differences.	
	Set 1 Sounds and Oral blending	Segmenting sounds in short words and blending for example c-a-t...cat.	Applying phonic knowledge – constructing/ substituting sentences			Set 2/3 sounds Red& Green Ditty Books/ Red and high Frequency words Using capital letters, finger spaces and full stops	
<b>Mathematics</b>	Baseline CEM	Exploring simple addition using fingers	Counting and ordering numbers	Number bonds to 10	Doubling, -halving-Sharing..	Solving practical problems using number skills.	
	Number recognition	Matching numeral to quantity	Ordinal numbers	Capacity (potions)	Adding/Taking away 2-digit numbers than a given number.	Counting in groups of 2’s, 5’s and 10’s.	
	Counting/quantity	Counting to 20 and back	2D Shapes and Symmetry	Addition and Subtraction using numberline and counting in head	Repeating/making own patterns	Correct vocabulary to talk about size/weigh/capacity/position/distance/time/money objects/solve problems	
	1:1 correspondence	Ordering numbers 0-10 Partitioning 5	Addition	3Dshapes	Time		
	Naming and describing shapes	Recap 2D shapes– introduce 3D shapes and talk about their properties	Find 1 and 2 more	Money			
	Repeating patterns		Positional Language	Weight			



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	<b>Understanding the world</b>	Exploring themselves and their families ICT -Introduction to computers – logging on in Navigating programs eg. Minimash	Celebrations of different cultures and festivals – Diwali (4.11.21)/Christmas - explore how these are celebrated and respect their culture - dressing up in different clothes	Exploring festivals - Chinese New Year (12.2.21) and Shrove Tuesday (16.2.21)  Uses of technology Typing & Mouse Skills Navigating programs –  Design programs- e.g. pictures and patterns in Paint  Exploring programmable toys e.g. Beebots	Exploring different types of superheros and different powers they have.  Exploring magnets – go on a hunt for magnetic objects  Sorting materials – purposes and uses – link to recycling.  Exploring a different job each week – e.g. vet, dentist, fire fighter, policeman etc.  ICT - use a simple 'paint' program to design a superhero badge.	ICT – using beebot software  Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.  Life cycle of Caterpillars/ butterflies and Eggs/chicks Growth – Find out about past events in their life.  Make observations of animals and plants and explain why some things occur, and talk about changes.	ICT- keyboard/word processing skills. Interact independently with age appropriate apps.  Similarities and differences between environments – transition related: link to new/old classrooms number/pattern games.  Learning about similarities and differences between themselves, and others and among families and traditions.
	<b>Expressive Arts and Design</b>	Picasso - Self and family portraits Music – finding a voice (learn lots of new songs/sing with confidence) Creating faces using natural resources – self portraits	Design a Rangoli Pattern on paint program – focus on using and controlling a mouse Firework pictures Making Diwali mehndi hands Christmas Nativity Music – learn firework song and learning Christmas Nativity songs	Make Chinese fans/lanterns  Chinese Music/dragon and lion dances	Opportunities to design and make superhero gadgets/costumes  Mother's day cards  Music – exploring instruments how many sounds can one instrument make and louder/quieter/fast/slow	Symmetrical butterflies (printing)  Large representational drawings of minibeasts  Junk modelling minibeasts  Life-cycles (drawing, painting and collage)	Using a range of materials – drawing, painting and sculpture.  Develop a range of art and design techniques. - Study an artist  Make masks inspired from favourite characters in Traditional stories
	<b>Role Play</b>	Home Corner	Grocery Store/Post office	Pizza Parlour	Vets/Doctor Surgery	Bug laboratory	Garden Centre
	<b>Science links</b>	Autumn Walk Label Body parts	Bark rubbings Leaf printing Exploring light and dark – using torches Leaf crowns Making flapjacks	Freezing and Melting Floating and Sinking Changing materials – cooking sourdough	Spring walk Exploring superhero materials Exploring magnets	Growing our own plants. Explore changes in state (melting, boiling) Make jelly. Rainbow jar experiment Two coloured Daisy experiment.	Make porridge Make gingerbread biscuits Exploring dissolving Make slime
	<b>Trips / Visits/Experiences</b>		Church		Discovery Centre		Odds Farm
	<b>Visits from outside</b>		School Nurse – Height/Weight	Fire brigade Nurse	Author – World Book Day (4.3.21)		