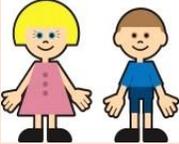




## Reception Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	<b>Special Me</b> 	<b>Celebrations</b> 	<b>Traditional Tales</b> 	<b>Superheroes and people who help us</b> 	<b>Minibeasts/Growth</b> 	<b>Adventures</b> 
Core texts	<b>Baseline</b>  Text:  Colour Monster  Simpkin  Funnybones  Peace at Last  We're going on a bear hunt	<b>Text:</b>  Diwali  Where does my food come from?  The Polar Express  The Christmas Story  Penguin Small  The Great Explorer  The Jolly Xmas Postman	<b>Text:</b>  The Three Little Pigs  Hansel and Gretel  Sleeping Beauty  Red Riding Hood  Jack and the Beanstalk  Chinese New Year	<b>Text:</b>  People who help us: Firefighters  Busy People: Vets  Busy People: Doctor  Going to the Dentist  People who help us: Police Officers  My Daddy is a Nurse – Edison used to be a nursing home – UW links	<b>Text:</b>  The Very Hungry Caterpillar  Tadpole's Promise  Mad about Minibeasts  Yucky Worms  The Very Busy Spider  Jack and the Beanstalk  Aargh Spider	<b>Text:</b>  Mini Rabbit: Not Lost  The Gruffalo  The Great Explorer  Whatever Next?  Mr Gumpy's Outing  The Snail and the Whale



## Reception Curriculum Map

<b>3 prime areas of learning and development</b>	<b>Personal, Social and Emotional Development</b>	<p>Jigsaw - <b>Being me in my World</b></p> <p>Routines of the school day Create class rules</p> <p>Think about the feelings of others</p> <p>Talk about my family and other people who are important to me</p> <p>Modelling play, desired behaviour and tidy up routines</p>	<p>Jigsaw – <b>Celebrating Differences</b> Diversity and Friendships, Accepting each other</p> <p>Think about occasions/ events/ special to themselves and family</p> <p>Trying new activities and select resources independently</p> <p>Exploring different cultures and religions</p> <p>Respecting and accepting others cultures and believes</p>	<p>Jigsaw – <b>Dreams and goals</b> Hopes and dreams Strengths and Challenges</p> <p>Becoming more confident in new social situations</p> <p>Adapting behaviour to different events</p> <p>Resolving conflict</p>	<p>Jigsaw – <b>Healthy Me</b></p> <p>Emotional Health – Being safe, friendships</p> <p>Physical Health – Balanced diet, physical activity, keeping clean</p>	<p>Jigsaw - <b>Relationships</b></p> <p>Families and friendships, Safeguarding</p> <p>Resolving conflicts</p>	<p>Jigsaw – <b>Changing Me</b> Talking about achievements Moving on and saying goodbye – transition Expressing our feelings and emotions appropriately.</p>
	<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 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               <ul style="list-style-type: none"> <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> </li> </ul>					



## Reception Curriculum Map

4 specific areas of learning and development	<b>Literacy</b>	Talking about events in stories in detail  Describing characters  Talking about front covers of books  Writing numerals  Writing Labels for body parts  Recognising and beginning to copy own name.	Difference between fiction and non-fiction Sequencing pictures from familiar stories  Individual readers – introduce scheme books  Christmas and Diwali cards/letters/lists to Santa  Recognising and beginning to write own name.	Making a list of things to pack  Describe and create a setting-caption  Writing directions (maps)  Identify rhyme  Write own name without aid	Focus on different superheroes and their powers. Story writing based on a superhero.  Non-Fiction Finding out about real life superheroes.  Researching about real life superhero's using information books.  Explore the features of an information book and the use of a contents page.  World Book Day activities	Poetry  Writing more complex sentences. Exploring punctuation – full stops and Capital letters  Photograph stimulus to use descriptive language. Offer range of texts – fiction/non-fiction, instructions, labels and words linked to the topic. Writing for a purpose – seed packets, etc.	Linking sentences together - conjunctions  Independent writing – postcards, letters., safety posters, holiday brochures, message in a bottle, treasure maps Beginning, middle, end story sequencing.  Main character, setting Extended sentence writing, making own books  Read own writing to an adult.  Examples of different types of poems. Writing acrostic poems  Story Structure Characters Going on adventures and starting Year 1.
	<b>Phonics</b>	Phonic on entry assessments Set 1 Sounds and Oral blending  Developing knowledge of letter sounds.  Hear and say the initial sound in words	Set 1 Sounds and Oral Blending  Segmenting sounds in short words and blending for example c-a-t...cat.	Set 1 Sounds/Red/Green Ditty Books/Red/tricky words such as l, the, put	Reading and spelling red words: l, the, to, a, my, for, of, you, put  Applying phonic knowledge – constructing/ substituting sentences	Set 2/3 sounds/ Red & Green Ditty Books/ Red and high Frequency words such as Using capital letters, finger spaces and full stops	Set 2/3 sounds Red & Green Ditty Books/ Red and high Frequency words Using capital letters, finger spaces and full stops



## Reception Curriculum Map

	<b>Mathematics</b> <b>White Rose Maths</b>	Baseline assessments  Match and sort Compare amounts Compare size, mass and capacity Number recognition Exploring pattern  2D shapes	Representing 1,2 and 3 Comparing 1,2 and 3 Composition of 1,2 and 3 Circles and triangles Positional language Representing numbers to 5 One more and one less Shapes with 4 sides Time	Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity 6,7 and 8 Combining and amounts Making pairs Length and height Time	Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns Consolidation	Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate Adding more Taking away Spatial reasoning 2 Compose and decompose	Doubling Sharing and grouping Even and odd Spatial reasoning 3 Visualise and build Deepening understanding Patterns and relationships Spatial mapping 4 Mapping
	<b>Understanding the world</b>	Exploring themselves and their families  Parts of the body	Celebrations of different cultures and festivals – Diwali, Halloween, 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	Cottage/Woods	Vets/Doctor Surgery	Bug laboratory	Space Travel



## Reception Curriculum Map

	<b>Science links</b>	Autumn Walk Label Body parts	Bark rubbings Leaf printing Leaf crowns Making Gingerbread men	Freezing and Melting Changing materials – Exploring light and dark – using torches	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.  Science week	Floating and Sinking
>	<b>Trips / Visits/Experiences</b>		Church		Discovery Centre		Odds Farm/Bocketts Farm
	<b>Visits from outside</b>		School Nurse – Height/Weight		Author – World Book Day Fire brigade Nurse Police Dental Nurses		