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| Reception Curriculum Map | | | | | |
| Maths | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| White Rose Maths  Baselining  **Just Like Me**  **Matching –** To be able to match and sort objects  **Comparing –** To be able to compare objects  **Comparing amounts –** To be able to compare numbers  **Patterns –** To be able to recreate and create ABAB patterns  **Subitising –** To be able to subitise to 5 | White Rose Maths  It’s me, 1, 2, 3  **Light & Dark**  **One more, one less –** Practically be able to show one more and one less  **Composition of numbers –** To be able to know that numbers can be made up of other numbers  **Circles and triangles –** To name and describe circles and triangle. To be able to explore circles and triangles on 3D shapes  **Positional language –** To be able to describe a position using language such as under, on top, next to etc.  **Squares and rectangles** - To name and describe squares and rectangle. To be able to explore squares and rectangles on 3D shapes | White Rose Maths  **Alive in 5**  **Growing 6, 7, 8**  **Addition –** To explore the add symbol  To combine numbers in order to add  **Building numbers –** To continue to combine numbers in order to add  **Pairs and doubling –** To be able to double a number  **Take away –** To take away  **Mass –** To explore weight and be able to describe | White Rose Maths  **Building 9 & 10**  **Consolidation**  **Length –** To compare lengths  **Pattern –** To continue to recreate and build patterns including AAB patterns  **Comparing numbers –** To be able understand the value of numbers to 10  **Number bonds to 5 –** To link addition to knowing number bonds to 5  **Number bonds to 10 -** To link addition to knowing number bonds to 10 | White Rose Maths  **To 20 and beyond**  **First, then, now**  **Subitising –** To be able to subitise to 10  **Composition of numbers to 20 –** To be able to know build numbers to 20  **Adding more –** To continue to add numbers  **3D shapes –** To know, name and describe 3D shapes  **Spatial reasoning –** To manipulate shapes to successfully fit | White Rose Maths  **Find my pattern**  **On the move**  **Doubling –** To be able to double a one digit number  **Sharing –** To be able to share to different quantities  **Odd and even –** To understand odd and even number via partners and sharing  **Number bonds -** To link addition to knowing number bonds to 10  **Patterns –** To create a wide variety of different patterns  **Spatial reasoning -** To manipulate shapes to successfully fit |
| Literacy | | | | | |
| 15 Core Books | | | | | |
| The Way Back Home- *Oliver Jeffers* Arrrgghhh Spider- *Lydia Monks* Lost and Found- *Oliver Jeffers*  The Odd Egg- Emily Gravett Star in the Jar- *Sam Hay* Supertato- Sue Hendra  Little Red-*Bethan Woollvin* The Extraordinary Gardner- *Sam Broughton* The Storm Whale-*Benji Davies*  Superworm- *Jill Murphy* We are going on a Bear Hunt- *Michael Rosen* Room on the broom/ Gruffalo/Superworm- *Julia Donaldson*  There’s an Elf in your Book– Tom Fletcher Owl Babies -Martin Waddel Can I be your Dog? – Troy Cummings | | | | | |
| Autumn 1  Super Me!!! | Autumn 2  Fall Into Winter | Spring 1  That’s Not my Fairy tale! | Spring 2  Let’s Go Outside | Summer 1  Thank you all! | Summer 2  Our Beautiful World |
| Hold a pencil correctly  Form letters correctly – c a d g o q  Write CVC words  Learn Reception key words – I the go to into no | Form letters correctly –  l i t j u y  Apply CVC words into sentences  Learn Reception key words – he she we be me was you | Form letters correctly –  r b n h m k p  Apply CVC words into sentences using finger spaces  Learn Reception key words – they are all her my | Form letters correctly –  v w x k  Apply CVC words into sentences using finger spaces  Begin to use diagraphs  Learn Reception key words – said do so have like some come | Form letters correctly –  r b n h m k p  Apply CVC words into sentences using finger spaces  Learn Reception key words – little one were what when out | Form letters correctly –  s e f  Apply CVC words into sentences using finger spaces  Learn Reception key words – Mr Mrs people looked asked could |
| Phonics | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **RWI**  Read single-letter Set 1 sounds | **RWI**  Read all Set 1 sounds; blend sounds into words orally | **RWI**  Blend sounds to read words; read short Ditty stories | **RWI**  Read Red Storybooks | **RWI**  Read Green Storybooks; read some Set 2 sounds | **RWI**  Read Green or Purple Storybooks |
| Communication and Language | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Know routines and boundaries  Know and discuss familiar experiences and family routines  Know and develop listening skills further for longer periods of time  Know and understand 2 part instructions    Know new vocabulary  Know school routines  Know how to describe different story and non-fiction texts. | Continue to develop listening skills – know when they should listen to others  Know how to follow 3 step instructions  Know new vocabulary  To begin to talk about why things happen using new vocabulary learnt.    Know we can discuss stories and know stories have characters and beginning and endings  Know, understand and explain new vocabulary in stories and dialogue  Know how to answer how and why questions. | Know why we listen to others and use talk partners  Know how to follow 3 step instructions  Know new vocabulary through stories and books  Know different traditional stories.  Know how to retell and describe events  Know how to express their ideas and feelings about their experiences | Know and understand how to listen carefully  Know how to talk confidently about why things happen using new vocabulary learnt  Know how to develop own narrative  Know how to retell nursey rhymes Know how to retell stories and using new vocabulary and story language  To know different features of texts.  Know we can ask how and why questions | Know and understand why listening is important in a variety of situations  Know how to articulate ideas and thoughts into well-formed sentences  Know how to retell stories and use vocabulary that reflects their experiences  Know how to ask questions to find out more | Know we can listen attentively with sustained concentration  Know how to make thoughtful contributions to conversations  Know how to describe events in detail  Know we can ask questions of others |
| Personal, Social and Emotional Development | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| PATHS – Fostering Positive Classroom Climate  See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.  Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.  Manage their own needs. • Personal hygiene  Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian | PATHS – Basic Feelings 1  See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.  Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.  Manage their own needs. • Personal hygiene  Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian | PATHS – Basic Feelings 2  See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.  Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.  Manage their own needs. • Personal hygiene  Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian | PATHS – Self Control  See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.  Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.  Manage their own needs. • Personal hygiene  Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian | PATHS – Sharing, Caring and Friendship  See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.  Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.  Manage their own needs. • Personal hygiene  Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian | PATHS – Basic Problem Solving  See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others.  Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.  Manage their own needs. • Personal hygiene  Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian |
| Physical development | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Dance**  Revise and refine the fundamental movement skills they have already acquired: walking • jumping • running • hopping • skipping  Progress towards a more fluent style of moving, with developing control and grace.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance.  Combine different movements with ease and fluency. | **Dance**  Revise and refine the fundamental movement skills they have already acquired: walking • jumping • running • hopping • skipping  Progress towards a more fluent style of moving, with developing control and grace.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance.  Combine different movements with ease and fluency. | **Gymnastics**  Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing  Progress towards a more fluent style of moving, with developing control and grace.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. | **Gymnastics**  Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing  Progress towards a more fluent style of moving, with developing control and grace.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. | **Ball skills**  Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing  Progress towards a more fluent style of moving, with developing control and grace.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | **Ball skills**  Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing  Progress towards a more fluent style of moving, with developing control and grace.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. |
| Understanding the World | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Past & Present**  Make inference skills about settings and characters for texts  Gain an understanding of self  Know chronology of my life from birth to now  **People, Culture & Communities**  Gain an understanding of a different faith.  Gain an understand of Diwali  Know and explain how I look  Know about similarities and difference in the way I look and the way I live  Know about similarities and differences within families  **The Natural World**  Able to name and locate body parts. | **Past & Present**  Use books and prior knowledge to learn about the celebration of Bonfire Night.  **People, Culture & Communities**  Know what a map looks like  Know how to draw a map of where they live  Gain an understanding of the Christian celebration of Christmas  **The Natural World**  To be able to experience and describe freezing  Know about changing seasons  Explore animals that hibernate | **Past & Present**  Explore homes of Kings and Queens from past to present by looking at pictures.  Create their own castle using 3D shapes.  **People, Culture & Communities**  Know what a map looks like  Know how to draw a map of a character’s journey  Gain an understanding of a different faith.  Gain an understand of Chinese New Year  **The Natural World**  Know about changing seasons. | **Past & Present**  Make inference skills about settings and characters for texts  Gain an understanding of how life was different in biblical times  **People, Culture & Communities**  Gain an understanding of the Christian celebration of Easter  **The Natural World**  Gain an understanding of the life cycle of a frog  Gain an understanding of the life cycle of a butterfly  Know about changing seasons  Know and understand the process of growing a flower  Be able to make observations of animals and plants | **Past & Present**  Make inference skills about settings and characters for texts  **People, Culture & Communities**  Be able to explain the people who help us.  Be able to say how people help us.  **The Natural World**  Know about changing seasons | **Past & Present**  Make inference skills about settings and characters for texts  Gain an understanding of how the world has changed looking at dinosaurs  **People, Culture & Communities**  Know that there are similarities and difference about different countries  **The Natural World**  Explore the sea including sea life creatures.  Know about changing seasons  Know similarities and difference of how the world use to look  Understanding the meaning of gas in a hot air balloon |
| Expressive arts and design | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Creating with Materials –**  To begin to experiment with colours  Explore a wide range of different materials  Know that prime colours can be mixed to make new colours  Create a self-portrait using paint.  Create a representation of my family using objects  **Being Imaginative and Expressive -**  To be able to sing with actions to nursery rhymes and well-known songs  To learn and perform a Harvest poem  To be able to move in time with the music  Create an obstacle course that will challenge others. | **Creating with Materials –**  To continue to experiment with colours  To know how to make prints  Know how to add textures  Know how to use a range of tools for example a tool to scratch  Create a piece of art using outdoor natural resources  **Being Imaginative and Expressive –**  To be able to sing with actions to nursery rhymes and well-known songs  To learn and perform a Nativity  To be able to move in time with the music | **Creating with Materials –**  Design and create a bridge using Lego for The Billy Goats to cross over.  **Being Imaginative and Expressive -**  Learn and perform a Nursery rhyme/ song. ‘Hello Giant’.  Add and learn actions.  Add musical accompaniment and be able to play in time with the beat. | **Creating with Materials –**  To continue to experiment with colours  To know how to make observations in order to draw/paint/create a piece of work  To be able to thread using a needle  **Being Imaginative and Expressive -**  To be able to sing with actions to nursery rhymes and well-known songs  To learn and perform a Mother’s Day performance  To be able to move in time with the music | **Creating with Materials –**  To continue to experiment with colours  To know how to make a collage  **Being Imaginative and Expressive -**  To be able to sing with actions to nursery rhymes and well-known songs | **Creating with Materials –**  To continue to experiment with colours  Know how to make natural images  To create junk models by joining and assembling  **Being Imaginative and Expressive -**  To be able to sing with actions to nursery rhymes and well-known songs |