

Reception Curriculum Map

Topic/Coverage	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Theme	Me and My Friends	Twinkle Twinkle Little Star (Space)	Superheroes	Traditional Tales	At the bottom of the garden	Our blue planet
Visits/ visitors/ Special days		Christmas performance Nursery Rhyme Day	Local hero visits	Stay and play	Farm visit	Stay and play
Communication and Language						
Listening, attention, and understanding	<p>To be able to engage in story times.</p> <p>To be able to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>To be able to engage in story times.</p> <p>To be able to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>To be able to listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary regarding different places around the world.</p>	<p>To be able to describe events in some detail</p> <p>To be able to use talk to help work out problems and organise thinking and activities.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p>	<p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them.</p>	<p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To be able to engage in fiction and non-fiction books and talk about what they have read and what has been read to them.</p> <p>To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>

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Speaking	<p>To be able to talk about and describe themselves and their families.</p> <p>To know and be able to use the new seaside vocabulary taught in Topic in discussions and play</p>	<p>To be able to ask questions to find out more and to check they understand what has been said to them.</p>	<p>To be able to 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.</p>	<p>To be able to use talk to explain how things work and why they might happen.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p> <p>To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>To be able to describe events in some detail and talk about what they observe in the natural world and growing observations.</p> <p>To be able to use talk to help work out problems and organise thinking and activities.</p> <p>To know explain how things work and why they might happen regarding the environment and sustainability.</p>	<p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>
Personal, Social and Emotional Development						

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<p>Self-Regulation, Managing Self Building Relationships</p> <p>(These have been split for extra focus but will be ongoing.)</p> <p>Using resources provided by 1 Decision following issues that arise and following interests of children</p>	<p>To know the school rules and be able to talk about how they help to keep them happy and safe.</p> <p>To be able to talk about how to stay safe.</p> <p>To be able to see themselves as a valuable individual.</p> <p>To be able to build constructive and respectful relationships.</p> <p>To know how to be a good friend</p> <p>To know what to do if they are feeling worried about something.</p> <p>To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.</p> <p>To be able to work and play cooperatively and take turns with others</p> <p>To be able to give focused attention to what their peers and the teachers say.</p>		<p>To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals.</p> <p>To be able to display Confidence to try new activities.</p> <p>To be able to explain the reasons for rules and know right from wrong.</p> <p>To be able to Manage own behaviour.</p> <p>To be able to talk about what is fair and what is not fair.</p>		<p>To be able to think about the perspectives of others.</p> <p>To be able to manage their own needs.</p> <p>To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals.</p> <p>To be confident to try new activities and be able to explore different ways of doing things.</p> <p>To be able to explain the reasons for rules and know right from wrong.</p> <p>To be able to manage own basic hygiene and personal needs.</p>	
Physical Development						

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PE	<p>Introduction to PE</p> <p>To be able to move confidently in different ways.</p> <p>To know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>To be able to listen to instructions and know how to stay safe in gym lessons.</p> <p>To know and be able to travel and balance in different ways, returning to defined space.</p>	<p>Ball Skills</p> <p>To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To be able to develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Dance</p> <p>To be able to perform a single skills or movement with simple control.</p> <p>To be able to link at least 2 movements together when performing a small range of skills.</p> <p>To be able to work sensibly with others, taking turns and sharing whilst Comparing movements and skills with others.</p>	<p>Fundamentals</p> <p>To know and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>To be able to Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. (</p> <p>To know and consolidate travelling and balancing skills through building sequences.</p>	<p>Games</p> <p>To know how to participate in sporting events.</p> <p>To know and participate in different athletic races and events.</p> <p>To be able to show good agility, balance and coordination.</p> <p>To be able to run throw and jump.</p> <p>To be able to use a sequence of movements with some changes in level, direction or speed</p>	<p>Gymnastics</p> <p>To know and be able to perform in small groups some floor Gymnastic moves.</p> <p>To be able to use gymnastics on apparatus to balance, climb & swing.</p>

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Gross and fine motor skills	<p>To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To know and be able to 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.</p> <p>To be able to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Develop overall body-strength, balance, co-ordination, and agility. Develop fine motor skills- holding pencil correctly, using scissors etc.</p> <p>Fine motors skills to be continually developed through: Scissors- sniping paper moving forward, cuts curved lines and circle shapes, cuts complex shapes</p> <ul style="list-style-type: none"> • Use of Clips, Clasps, zips, buttons and Screwing Jars • Finger Puppet • Building with small Lego and small Contruction. • Sort small bits and pieces using tweezers. • Pasta Lacing Nuts and Bolts • Peg Boards and Pin Boards • Pipettes in the Water • Jugs in water • Play-dough (dough disco) • Tearing Paper 					
Literacy	Read to Write Focus: The Something	Read to Write Focus: Star in a Jar	Read to Write Focus: Juniper Jupiter	Read to Write Focus: Little Red	Read to Write Focus: The Extraordinary Gardener	Read to Write Focus: The Storm Whale
Phonics	Read single-letter Set 1 sounds	Read all Set 1 sounds; blend sounds into words orally	Blend sounds to read words; read short Ditty stories	Read Red Storybooks	Read Green Storybooks; read some Set 2 sounds	Read Green or Purple Storybooks

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Maths	Number and Pattern Matching Sorting AB Pattern Counting Comparing Composition to 5	Shape, Space and Measure Composition to 5 2D shapes Positional language Time	Number and Pattern Counting Counting and ordering Addition Comparing and ordering Patterns	Shape, Space and Measure Measuring length and height Capacity 2D shape 3D shape	Number and Pattern Counting on to add Counting forwards and backwards Counting to 20 Doubling Halving and sharing Odd and Even	Shape, Space and Measure Mass Volume and capacity Money Data Word Problems
Understanding the world The Natural World	Autumn and woodland creatures To be able to explore the natural world around them, making observations and drawing pictures and observing Important changes and Seasons	Light and Dark/ Space To be able to use a wide range of vocabulary to describe what they see To use books and other resources to learn about space To be curious about the world around them and beyond.		Different Materials/ changing states To be able to talk about the differences between materials and changes they notice.	Plants and Growing To know what a plant needs to grow. To be able to explain some concepts of growth through observation of seeds growing in class.	Beach and other landscapes and sea creatures To develop vocabulary around living things To categorise different living things
	Where we live To be able to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world		Weather To be able to talk about different seasons and weathers To be able to compare the natural world in different places around the world. (Looking at geographical and climate differences.		Our wider world Makes observations of animals and plants and explains why some things occur, and talks about changes To talk about features and animals found on a farm To draw information from a simple map	

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Past and Present	<p>To be able to talk about members of their immediate family and community.</p> <p>To be able to talk about themselves in the past when they were younger and make sense of their family history.</p> <p>To know, name and describe people who are familiar to them.</p>		<p>To talk about the lives of the people around them and their roles in society</p> <p>To understand the past through story and settings</p>		<p>To be able to Look at Similarities and differences between the natural world around them in the past and present.</p>	
RE People, culture and Communities	Which stories are important and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world?
Computing	Technology and Me		Nursery Rhyme Coding	Beats and Rhythms	Robots	

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<p>Expressive Art and Design</p> <p>Creative activities will often be set up for children to engage through topic, however children will develop an independence accessing the creative areas often following their own interests using the skills they have learned.</p>	<p>To be able to explore what happens when they mix colours.</p> <p>To be able to experiment to create different textures.</p> <p>To be able to develop storylines in their pretend play.</p>	<p>To learn about and create arts and crafts from different cultures</p> <p>To know colours can be mixed to make a new colour.</p> <p>To be able to play with others during role play who are engaged in the same theme.</p>	<p>To be able to return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>To know that different materials can be used to create Art.</p> <p>To be able to explore art from different places around the world.</p>	<p>To be able to create collaboratively sharing ideas, resources, and skills.</p> <p>To be able to use props and role play to tell stories and act out narratives in play.</p> <p>To know different uses and purposes for a range of media materials.</p>	<p>To be able to safely use and explore a variety of materials, tools and techniques.</p> <p>To be able to experiment with colour, design, texture, form and function .</p> <p>To be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>To know and select tools and techniques needs to shape, assemble and join materials.</p> <p>To be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p> <p>To make props and to tell adventure stories .</p> <p>To engage with topic related role play.</p>
<p>Music</p> <p>Listen and Respond Explore and Create - initially using voices only but building to using classroom instruments too Singing - nursery rhymes and action songs - building to singing and playing Share and Perform</p>	<p>Me!</p> <p>To be able to sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>My stories</p> <p>Listen to and explore the beats of different music from around the world.</p> <p>To know that different music is played for different celebrations.</p> <p>To be able to learn to play percussion, instruments and to listen as they play to the sounds they make.</p>	<p>Everyone</p> <p>To know that sounds can be changed by altering the way they are made</p>	<p>Our World</p> <p>To know different songs and dance from around the world.</p> <p>To be able to join in simple songs remembering some of the words.</p>	<p>Big Bear Funk</p> <p>To be able to Tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound.</p>	<p>Reflect Rewind and Replay</p> <p>Be able to listen attentively, move to, and talk about music, expressing their feelings and responses.</p> <p>To know that they can use their voices whilst acting to create a dramatic affect.</p>

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