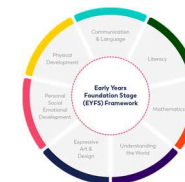




Reception Curriculum Map



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ourselves and Others	Faiths, Festivals and Celebrations	Seasons and the Natural World	Fantasy and Adventure	Water / Pirates	Living and Growing
PSED Personal, Social and Emotional Development	Throughout the year, our children will learn: - to follow rules and routine -Develops independence in tasks -Sees themselves as a valuable individual -Build constructive and respectful relationships -Manage their own needs - Introduced to British values (Rules of the law, Individual liberty, mutual respect) -Identify and moderate their own feelings, socially and emotionally -Express their feelings and consider the feelings of others.					
	British values (tolerance of different faiths and beliefs	Show resilience and perseverance in the face of challenge (links to the introduction of classroom challenges) Think about the perspectives of others (links to the introduction of voting for golden time choices) British values –Democracy (links to the introduction of voting for golden time choices)			Transition / moving on: Dealing with changes of routine/significant adults/expectations/environment moving to KS1	
CL Communication and Language	Throughout the year, our children will learn: - how to listen carefully and why listening is important - to use new vocabulary - to develop social phrases - to engage in story times, talk about stories to build familiarity and understanding - to listen carefully to rhymes, songs and poems - to and engage in non-fiction books - how to talk when problem solving - to ask questions.					

PD Physical Development	<p style="text-align: center;">Ongoing Fine Motor</p> <p style="text-align: center;">*Children should use their core muscle strength to achieve a good posture when sitting at a table or on the floor</p> <p style="text-align: center;">*Children should develop the foundations of a handwriting style which is fast and efficient</p> <p style="text-align: center;">*Fine motor – children to use tripod grip effectively to create pictures and letters correctly and showing accuracy and care when drawing.</p> <p style="text-align: center;">Ongoing Gross Motor</p> <p style="text-align: center;">*Children should further develop the skills they need to manage the school day successfully such as lining up, personal hygiene and mealtimes</p> <p style="text-align: center;">*Develop overall body strength, co-ordination and agility to engage with PE sessions</p> <p style="text-align: center;">*Develop small motor skills so they can use a range of tools competently and safely.</p> <p style="text-align: center;">*Confidently and safely use a range of large and small equipment and apparatus inside and out.</p>					
	<p style="text-align: center;">Throughout the year, our children will learn:</p> <p style="text-align: center;">- to read individual letters by saying the sound for them (all letters of the alphabet and at least 10 diagraphs)</p> <p style="text-align: center;">- to blend sounds in words</p> <p style="text-align: center;">- to form lower case letters correctly</p> <p style="text-align: center;">*Comprehension – demonstrate an understanding of what has been read to them by retelling stories and narratives, using their own words and newly introduced vocabulary.</p> <p style="text-align: center;">Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p>					
Literacy	Set 1 sounds *Read/write and orally blend into CVC words *Blend sounds to read words	Set 1 sounds *Read/write and orally blend into CVC words *Blend sounds to read words *Spelling with set 1 sounds	Set 1 sounds *Reading short stories *Spellings with set 1 sounds *Reading and writing short sentences *Reading a few common exception words	Set 1 sounds *Reading short stories *Spellings with set 1 sounds *Reading and writing short sentences *Read a few common exception words	Set 1 and 2 sounds *Read simple words and sentences and then re-read to build up confidence *Form capital letters correctly *Write short sentences using a capital letter and a full stop *Re-read what they have written to check for accuracy	Set 1 and 2 sounds *Read simple words and sentences and then re-read to build up confidence *Form capital letters correctly *Write short sentences using a capital letter and a full stop *Re-read what they have written to check for accuracy
Maths	Number songs Matching Sorting Comparing amounts	Number songs Children will have a deep understanding of number 1-5	Number songs Children will have an understanding of numbers 1-10	Number songs Children will have a deep understanding of numbers 1-10	Number songs Children will have an understanding of numbers beyond 10	Number songs Children will know number bonds to 10, including

	<p>Pattern 2d Shape</p> <p>Children will have an understanding of number 1-3</p>	<p>Positional language 2d Shape</p>	<p>Subitise More Less Pattern Number bonds to 5 Combining groups</p>	<p>Ordering Counting Comparing Number bonds to 10 Length Height Time 3d Shape Pattern</p>	<p>Consolidation of key skills Patterns in number More Less 2d and 3d shape</p>	<p>double facts, odds and evens</p> <p>Children will be able to count beyond 20, have a good understanding of numerical patterns to 100, have an understanding of maths problems and understand patterns and relationships with numbers</p>
<p>Utw Understanding the World</p>	<p>*Children draw information from a simple map (looking at local environment where we live)</p> <p>*Children recognise some environments are different to the ones we live in</p> <p>*Children recognise some similarities and differences between life in this country and life in others</p> <p>*Use examples of real life and from books, show children there are many different families</p> <p>*Opportunities to organise chronological events recognising that things happened before they were born</p> <p>*Adults who are familiar to them in their community e.g hairdresser, butcher, police, nurses, doctors, dentist, shop keeper.</p>	<p>*Children understand that some places are special to members of their community</p> <p>*Children understand that people have different beliefs and celebrate special times in different ways.</p> <p>*Children recognise some environments are different to the ones we live in (revisited so opportunity for children to use previous knowledge and language)</p> <p>*Children recognise some similarities and differences between life in this country and life in others (revisited so opportunity for children to use previous knowledge and language)</p>	<p>Children explore the natural world around them</p> <p>*Children describe what they see and feel outside</p> <p>*Understand the effect of changing seasons on the natural world around them</p> <p>*Dinosaurs – then and now / Mary Anning – who is she? / dinosaur bones / museums</p>	<p>Children compare and contrast characters from stories including figures from the past (linking characters from fantasy stories to people in real life such as a princess and the queen)</p> <p>*Homes / schools – past and present</p> <p>*CASTLES – Who lives in castles? What were castles made for?</p>	<p>Children compare and contrast characters from stories including figures from the past (linking characters from water/pirate stories to people in real life such as Columbus))</p> <p>*Children draw information from a simple map (If a pirate came to school, where would the treasure be etc)</p> <p>*Transport – past and present (boats)</p> <p>*Famous pirate figures (why do we have pirates?)</p>	<p>Children explore the natural world around them (revisited so opportunity for children to use previous knowledge and language)</p> <p>*Children describe what they see and feel outside (revisited so opportunity for children to use previous knowledge and language)</p> <p>*Nature detectives e.g David Attenborough, Chris Packham, JB on the farm, Jane Goodall – what do they do? How do they raise awareness of looking after the environment?</p>
	<p>Throughout the year, our children will learn:</p> <ul style="list-style-type: none"> - to explore and engage in music making and dance, performing solo or in groups - to develop storylines in their pretend play - to return to and build on their previous learning, refining ideas and developing their ability to represent them 					

EAD Expressive Arts and Design						
	<p>ARTIST Van Gogh</p> <p>- Explore and use a variety of artistic effects to express their ideas and feelings</p>	<p>ARTIST Mark Burrell</p> <p>- Explore and use a variety of artistic effects to express their ideas and feelings</p>	<p>ARTIST Andrew Goldsworthy</p> <p>- Explore and use a variety of artistic effects to express their ideas and feelings</p>	<p>ARTIST Michael Bohme</p> <p>- Refine a variety of artistic effects to express their ideas and feelings</p> <p>- Create collaboratively, sharing ideas, resources and skills</p> <p>- Sing, increasingly matching the pitch and melody of a song</p>	<p>ARTIST Monet</p> <p>- Refine a variety of artistic effects to express their ideas and feelings</p> <p>- Create collaboratively, sharing ideas, resources and skills</p> <p>- Listen and talk about music expressing their feelings and responses</p>	<p>ARTIST Arcimboldo</p> <p>- Refine a variety of artistic effects to express their ideas and feelings</p> <p>- Create collaboratively, sharing ideas, resources and skills</p> <p>- Sing, increasingly matching the pitch and melody of a song</p> <p>- Watch and talk about dance and performance art, expressing their feelings and responses</p>