

## Reception Curriculum Map



	<u>Autumn 1</u> <u>All about me</u>	<u>Autumn 2</u> <u>Festivals and Traditional Tales</u>	<u>Spring 1</u> <u>Space and History</u>	<u>Spring 2</u> <u>Spring and people who help us</u>	<u>Summer 1</u> <u>Growing/ Environment</u>	<u>Summer 2</u> <u>Around the world</u>
<b>Literacy</b>	<p><b>Writing</b> To practise forming lowercase letters.</p> <p>To write own name.</p> <p><b>Reading</b> To recognise own name.</p> <p>To recognise words with the same initial sounds.</p> <p>To understand that print has meaning and can have different purposes.</p> <p>To engage in extended conversations about stories.</p>	<p><b>Writing</b> To practise forming lowercase and capital letters.</p> <p>To write their name accurately.</p> <p><b>Reading</b> To name the different parts of a book (beginning, middle and end).</p> <p>To know that we read English text from left to right and from top to bottom.</p> <p>To spot and suggest rhymes.</p> <p>To count or clap syllables in a word.</p>	<p><b>Writing</b> To write short sentences with known letter sounds.</p> <p>To spell words by identifying the sounds and then writing the sounds with letter/s.</p> <p>To form lowercase and capital letters correctly.</p> <p><b>Reading</b> To re-read books to build up their confidence in word reading, fluency and their understanding and enjoyment.</p> <p>To read individual letters by saying the sounds for them.</p>	<p><b>Writing</b> To write short sentences with words using a capital letter and full-stop.</p> <p>To re-read what they have written to check that it makes sense.</p> <p><b>Reading</b> To read a few common exception words. (I, to, said, you, the, your, no, go, of, are, he, be, my and me)</p> <p>To read simple phrases and sentences made up of words with known letter sounds.</p>	<p><b>Writing</b> To write recognisable letters, most of which are correctly formed.</p> <p>To spell words by identifying the sounds in them and representing the sounds with a letter or letters.</p> <p>To write simple phrases and sentences that can be read by others.</p> <p><b>Reading</b> To demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To anticipate key events in stories.</p> <p>To read words consistent with their phonic knowledge by sound blending.</p>	<p><b>Writing</b> To write short sentences making sure letters are formed correctly (finger space, capital letters and full stops used correctly, including some high frequency words).</p> <p>To continue to self-assess by re-reading what they have written to check that it makes sense.</p> <p><b>Reading</b> To read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.</p> <p>To use and understand recently introduced vocabulary during discussions.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication and Language</p>	<p>To use a wider range of vocabulary.</p> <p>To understand ‘why . . .’ questions.</p> <p>To retell simple past events.</p> <p>To participate in group singing activities.</p>	<p>To express a point of view and debate their ideas.</p> <p>To use talk to organise themselves and their play.</p> <p>To use new vocabulary.</p> <p>To articulate their thoughts and ideas in well-formed sentences.</p> <p>To participate in group singing activities taking turns.</p>	<p>To describe events in detail.</p> <p>To develop social phrases.</p> <p>To listen to and talk about stories to build familiarity and understanding.</p> <p>To be able to repeat/recall familiar rhymes, poems and songs.</p>	<p>To engage in non fiction books.</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity with knowledge and vocabulary.</p> <p>To retell a story that they are very familiar with.</p>	<p>To listen attentively and respond to what is said with relevant questions, comments and actions.</p> <p>To make comments to clarify their understanding.</p> <p>To offer explanations for why things may happen.</p>	<p>To hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>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 support from their teacher.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal, Social and emotional development</p>	<p>To select and use activities and resources with help when needed.</p> <p>To develop their sense of responsibility and membership to a community.</p> <p>To be able to express their care needs to familiar people in the safe context of their setting.</p> <p>Increasingly follow rules and appreciate their importance.</p>	<p>To become increasingly independent in meeting their own care needs.</p> <p>To talk about their feelings.</p> <p>To remember rules without prompting.</p> <p>To play with one or more children, extending and elaborating their play ideas.</p> <p>To make healthy choices.</p>	<p>To build constructive and respectful relationships.</p> <p>To express their feelings and consider the feelings of others.</p> <p>To identify their own feelings socially and emotionally.</p>	<p>To know and talk about different factors that support their overall health and wellbeing: regular physical activity healthy eating toothbrushing sleep routine being a safe pedestrian.</p> <p>To show resilience and perseverance in the face of a challenge.</p>	<p>To show an understanding of their own feelings and those of others.</p> <p>To show confidence to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>To manage their own basic hygiene and personal needs.</p>	<p>To work and play cooperatively and take turns with others.</p> <p>To form positive attachments to adults and friendships with peers.</p> <p>To show sensitivity to their own and to others’ needs.</p> <p>To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>

Mathematics	To recognise numbers to 10.	Counting objects beyond 10.	To recognise numbers to 20.	To identify 1 more/ 1 less than a given number to 20.	To estimate how many objects are in a group 20.	To sequence numbers to 20.
	To correctly order numbers to 10.	To identify 1 more/ 1 less than a given number to 10.	To correctly order numbers to 20.	To add numbers within 5.	Double numbers to 5.	To double numbers to 10.
	To count forwards and backwards from 0-10	To order objects by size	To match numerals and quantities to 20.	To subtract numbers within 5.	To subtract numbers within 10.	Solving Number problems
	To count up to 10 objects accurately.	To select, rotate and manipulate shapes to develop spatial reasoning skills.	Do identify number bonds within 5.	To automatically recall number bonds for numbers 0-5 and some to 10.	To automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
	To match numerals and quantities to 10.	To identify common 2D shapes.	To understand the 'one more than/one less than' relationship between consecutive numbers.	To identify common 3D shapes.	To continue, copy and create repeating patterns.	To explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	To link the number symbol (numeral) with its cardinal number value.	To create repeating patterns using 2D shapes.	To compare objects by length, weight and capacity.	To compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.		To begin to identify half (an even number to 10).

Physical Development	<p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To further develop the skills they need to manage the school day successfully.</p>	<p>To progress towards a more fluent style of moving, with developing control and grace.</p> <p>To use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>To develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions.</p> <p>To develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>To revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>To use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>To move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>To negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>To demonstrate strength, balance and coordination when playing.</p> <p>To begin to show accuracy and care when drawing.</p>
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<p><b>Past and Present:</b> To name and describe people who are familiar to them.</p> <p><b>The Natural World:</b> To understand about germs and personal hygiene</p> <p>To observe seasonal changes, exploring colour, questioning why things happen.</p>	<p><b>Past and Present:</b> To recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>People, Culture and Communities:</b> To describe their immediate family and community</p> <p>To know some similarities and differences between religions (diwali, hanukkah, harvest, christmas).</p> <p><b>The Natural World:</b> To explore the natural world around them (Knighton Woods trip).</p> <p>To recognise the changes to leaves in Autumn.</p>	<p><b>Past and Present:</b> To know some similarities and differences between things in the past and present day (baby, toddler, now/toys).</p> <p>To compare and contrast characters from stories including figures from the past (Mary Seacole).</p> <p><b>The Natural World:</b> To describe what they see, hear and feel while outside.</p>	<p><b>People, Culture and Communities:</b> To recognise that people have different beliefs and celebrate special times in different ways and that some places are special to members of their community.</p> <p>To talk about the lives of the people around them and their roles in society e.g. people who help us.</p> <p><b>The Natural World:</b> To understand what plants need to grow.</p> <p>To understand healthy eating. To learn about dental hygiene.</p> <p>To explore the natural world around them.</p>	<p><b>Past and Present:</b> To talk confidently about the lives of the people around them and their roles in society.</p> <p><b>People, Culture and Communities:</b> To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (Eid, Easter, Vaisakhi)</p> <p><b>The Natural World:</b> To explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p><b>People, Culture and Communities:</b> To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p>
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Expressive Arts and Design	<p>To begin to develop complex stories using small world equipment like animal sets, dolls and doll houses.</p> <p>To make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>To explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>To develop their own ideas and then decide which materials to use to express them.</p> <p>To join different materials and explore different textures.</p> <p>To explore colour and colour- mixing.</p>	<p>To draw with increasing complexity and detail, such as representing a face with a circle and including features.</p> <p>To show different emotions in their drawings and paintings, such as happiness, sadness and fear.</p> <p>To play simple instruments with increasing control to express their feelings and ideas.</p> <p>To sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>To develop storylines in their pretend play.</p> <p>To explore and engage in music making and dance, performing solo or in groups.</p>	<p>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skill.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>To sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>To watch and talk about dance and performance art, expressing their feelings and emotions.</p> <p>To explore and engage in music making and dance, performing solo or in groups.</p>	<p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To share their creations, explaining the process they have used.</p> <p>To make use of props and materials when role playing characters in narratives and stories.</p>	<p>To invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>To sing a range of well-known nursery rhymes and songs.</p> <p>To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
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