

## Reception Curriculum Map Overview

Discrete taught content for whole class sessions.

Individual objectives and Next Steps are devised following baseline in Autumn One, recorded termly, and used to develop learning during CP.

	<b>Know yourself, Love yourself, Love your neighbour</b>		<b>One world, Our world, A world for all</b>		<b>Be the Change</b>	
	<b>Autumn One</b>	<b>Autumn Two</b>	<b>Spring One</b>	<b>Spring Two</b>	<b>Summer One</b>	<b>Summer Two</b>
<b>Personal, Social &amp; Emotional Development</b>	Class rules Sharing interests Sharing hobbies Identifying feelings Importance of exercise	School rules and values Setting goals Thinking about the perspective of others Responsibility Healthy eating	Making the right choices Confidence and independence Consequences Being kind Oral hygiene	Effects of behaviour Perseverance and resilience Being a good friend Internet Safety Screen Time	Managing feelings Calming Techniques Having different opinions Being unique Importance of sleep	Road safety Problem Solving Resolving Conflicts Being safe in the sun Getting ready for year one
<b>Communication and Language</b>	Listening and attention skills Asking and answering 'what' questions 1:1 discussions	Listening, attention and understanding skills. Asking and answering 'who' questions' 1:1 discussions	Discussing key events in a story Asking and answering 'when' questions Small group discussions Using present tense.	Identifying main characters in a story Asking and answering 'where' questions Small group discussions Using connectives to join ideas	Linking events in a story to own experiences Asking and answering 'why' questions Whole class discussions Using past tense	Sequence story/real life events in detail Hot seating Whole class discussions Using future tense
<b>Physical Development</b>	<b>Gross Motor</b> Different ways of moving Changing speed and direction  <b>Fine Motor</b> Manipulate a range of equipment for a purpose (tweezers, threading beads, spoons etc) Letter formation	<b>Gross Motor</b> Dinosaur Dance Different ways of moving Changing direction Moving in time to music Exploring different ways of moving  <b>Fine Motor</b> Pencil grip and posture for writing. Letter formation	<b>Gross Motor</b> Gymnastics Balancing Travelling confidently Jumping and landing  <b>Fine Motor</b> Use a knife and fork. Letter formation	<b>Gross Motor</b> Hands1 Throwing and catching Hand-eye co-ordination Balancing an object on body or equipment using hands  <b>Fine Motor</b> Use scissors to follow a given pattern – turning the paper effectively Capital Letter formation	<b>Gross Motor</b> Rackets, Bats, Balls and Balloons! Multi-skills Balancing Agility Throwing a ball  <b>Fine Motor</b> Weave, thread and sew. Letter formation	<b>Gross Motor</b> Games for understanding simple rules Multi-skills  <b>Fine Motor</b> Formation of all letters including capitals
<b>Literacy</b>	<b>Phonics:</b> Foundations for Phonics and Phase 2 GPCs  <b>Talking to inform:</b> myself, my home, my family  <b>Drawing Club:</b> skill focus using taught graphemes to identify initial grapheme	<b>Phonics:</b> Phase 2 and 3 GPCs  <b>Talking to entertain:</b> rhyming words and poems  <b>Drawing Club:</b> Skill focus using taught graphemes to write cvc words	<b>Phonics:</b> Phase 3 GPCs  <b>Writing to inform:</b> writing about their first hand experiences  <b>Drawing Club:</b> skill focus using short phrases and captions and CEW	<b>Phonics:</b> Phase 3 GPCS Polysyllabic and cvcc ccvc ccvcc words  <b>Writing to entertain:</b> writing simple stories based on traditional tales  <b>Drawing Club:</b> skill focus simple sentences with CEW.	<b>Phonics:</b> Phase 5 GPCS CCVC / CVCC words  <b>Writing to inform:</b> writing letters and fact sheets  <b>Drawing Club:</b> skill focus simple sentences with CEW and basic punctuation	<b>Phonics:</b> Phase 5 GPCS Polysyllabic and more complex words  <b>Writing to entertain:</b> writing longer texts such as stories to entertain the reader  <b>Drawing Club:</b> skill focus choice of interesting vocabulary, sentences with CEW, basic punctuation.

<p><b>Mathematics</b></p> <p>* From Autumn two, days of the week and months of the year will be covered during our daily calendar session*</p>	<p><b>Mastering Number</b> Represent, compose, subitise and compare numbers to 3.</p> <p><b>Number Patterns</b> Match and sort Compare Simple Patterns</p>	<p><b>Mastering Number</b> Represent, compose, subitise and compare numbers to 5. Perceptually subitise up to 5.</p> <p><b>Number Patterns</b> Identify and describe circles, triangles, squares and rectangles.</p> <p>Positional language including under, over, around and through. One more and one less within 5.</p>	<p><b>Mastering Number</b> Number bonds to 5 Conceptually subitise within 5. Identify 0. Represent, compose and compare numbers to 10 Use mathematical signs and symbols to represent their ideas.</p> <p><b>Number Patterns</b> Compare mass and capacity. Make pairs.</p>	<p><b>Mastering Number</b> Composition of numbers within 10 with rapid recall. Use signs and symbols with increasing accuracy. Use numerals to identify amounts, knowing the relative size.</p> <p><b>Number Patterns</b> Combine 2 groups. Explore length, height and time. Compare numbers to 10. Identify a cube, sphere, cylinder and cone. Make ABB/AAB repeated patterns.</p>	<p><b>Mastering Number</b> Know <math>5+5=10</math>, <math>0+10=10</math>. Count forwards and backwards within 10. Count forwards to at least 20, recognising the pattern of numbers.</p> <p><b>Number Patterns</b> Build and identify numbers to 20. Match patterns and shapes. Add more and take away within 20.</p>	<p><b>Mastering Number</b> Double within 10. Count forwards and backwards within 20 Count beyond 20, recognising the pattern of numbers.</p> <p><b>Number Patterns</b> Equally share into two groups. Identify even and odd numbers up to 10. Verbally count beyond 20. Talk about shape using accurate vocabulary</p>
<p><b>Understanding the world</b></p>	<p>Peek into the Past RE: Myself Families and communities Florence Nightingale Body Parts The 5 senses Autumn Taking photos with iPad</p>	<p>Our Local Area RE: Special people to me Diwali Remembrance Day Identifying materials Using magnets The Christmas Story Typing my name</p>	<p>Adventure into the past RE: Special Books Winter Floating and sinking Going to church Using a trackpad</p>	<p>Life cycle of animals RE: Why do Christians put a cross in the Easter garden? Our school Exploring maps Spring Materials Making digital art</p>	<p>St George RE: Why is the word God so important to Christians? The 4 Seasons Life cycle of a plant How to care for a plant  Programming a beebot</p>	<p>Mary Anning RE: Our beautiful world Seaside holidays past &amp; present Comparing UK and Kenya</p>
<p><b>Expressive arts and design</b></p>	<p>Exploring sound Mixing colours Self portrait Flange join Treasury tag</p>	<p>Celebration Music Cooking and Nutrition (making soup) Molding clay Giuseppe Arcimboldo Using glue to secure Using tape to secure</p>	<p>Musical Stories Making Boats Clapping to a rhythm Making collages Henri Matisse L-brace join</p>	<p>Music and Movement 3D collages Join in with choreographed dances Mixing watercolour paints Slot join</p>	<p>Music: Transport Explore materials and marks Georgia O'Keeffe Tab join</p>	<p>Big Band (instrument performance) Bookmarks (sew) Performing dances Mixing shades Split pin join Sewing to join</p>