



Reception Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes NB These themes may be adapted at various points to allow for children's emerging interests.	It's good to be me <ul style="list-style-type: none"> All about us, our similarities and differences and why being unique is wonderful. 	Celebrations and Seasons <ul style="list-style-type: none"> Diwali Why are there so many leaves on the ground? Christmas 	Heroes and Helpers <ul style="list-style-type: none"> Who helps us? Safe strangers Superheroes 	Beasts and Beanstalks <ul style="list-style-type: none"> Animals around the world Plants and Flowers Easter and new life 	Once upon a time.. <ul style="list-style-type: none"> Traditional tales 	Where next? <ul style="list-style-type: none"> Journeys Transitions Our local area
Communication and Language	<p>EYFS Statutory Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures</p>					
Personal, Social and Emotional Development	<p>EYFS Statutory Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
Physical Development	<p>EYFS Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					

Literacy	EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Literacy – Key texts - Reception	<ul style="list-style-type: none"> • Three Little Kittens- Eliza Lee Cabot Follen- Poem • You Choose- Pippa Goodhart and Nick Sharratt • The Little Red Hen- Cautionary Tale 	<ul style="list-style-type: none"> • Hurt No Living Thing- Christina Rossetti- Poem • How to Catch a Star- Oliver Jeffers • The Gingerbread Man • Twas the Night Before Christmas 	<ul style="list-style-type: none"> • The More It Snows- AA Milne • Stick Man • A Squash and a Squeeze – Julia Donaldson • Rosie's Hat 	<ul style="list-style-type: none"> • Walking with My Iguana- Brian Moses • Jack and the Beanstalk • The Extraordinary Gardener by Sam Boughton 	<ul style="list-style-type: none"> • Limericks- Edward Lear • Goldilocks and the Three Bears • The Three Little Pigs • The Three Billy Goats Gruff 	<ul style="list-style-type: none"> • Bubbles- James Carter • We're Going on a Bear Hunt- Michael Rosen • Lost and Found by Oliver Jeffers • At the Beach Roland Harvey
Literacy – timetabled activities	<ul style="list-style-type: none"> • Daily phonics • 1:1 Daily Readers • Daily Story time • Weekly comprehension 	<ul style="list-style-type: none"> • Daily phonics • 1:1 Daily Readers • Daily Story time • Weekly comprehension 	<ul style="list-style-type: none"> • Daily phonics • 1:1 Daily Readers • Daily Story time • Weekly comprehension 	<ul style="list-style-type: none"> • Daily phonics • 1:1 Daily Readers • Daily Story time • Weekly comprehension • Handwriting- transcription 	<ul style="list-style-type: none"> • Daily phonics • 1:1 Daily Readers • Daily Story time • Weekly comprehension • Handwriting- transcription 	<ul style="list-style-type: none"> • Daily phonics • 1:1 Daily Readers • Daily Story time • Weekly comprehension • Handwriting- transcription
Mathematics	EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Mathematics – White Rose	<p>Getting to Know You</p> <p>Just Like Me</p> <ul style="list-style-type: none"> • Match and sort • Compare amounts • Compare size, mass & capacity • Exploring Pattern 	<p>It's me 1, 2, 3!</p> <ul style="list-style-type: none"> • Representing 1, 2 & 3 • Comparing 1, 2 & 3 • Composition of 1, 2 & 3 • Circles and triangles • Positional language 	<p>Alive in 5!</p> <ul style="list-style-type: none"> • Introducing zero • Comparing numbers to 5 • Composition of 4&5 • Compare Mass • Compare capacity <p>Growing 6, 7, 8</p> <ul style="list-style-type: none"> • 6, 7 & 8 	<p>Building 9 & 10</p> <ul style="list-style-type: none"> • Counting to 9 & 10 • Comparing numbers to 10 • Bonds to 10 • 3-D Shapes • Spatial awareness • Patterns <p>Consolidation</p>	<p>To 20 and Beyond</p> <ul style="list-style-type: none"> • Build numbers beyond 10 • Count patterns beyond 10 • Spatial reasoning to 1 • Match, rotate, manipulate <p>First, Then, Now</p> <ul style="list-style-type: none"> • Adding more 	<p>Find my Pattern</p> <ul style="list-style-type: none"> • Doubling • Sharing & grouping • Even & odd • Spatial reasoning • Visualise and build <p>On the Move</p> <ul style="list-style-type: none"> • Deepening understanding

		Light and Dark <ul style="list-style-type: none"> Representing numbers to 5 One more or less Shapes with 4 sides Time 	<ul style="list-style-type: none"> Combining two amounts Making pairs Length and height Time 		<ul style="list-style-type: none"> Taking away Spatial reasoning Compose and decompose 	<ul style="list-style-type: none"> Patterns and relationships Spatial mapping Mapping
Daily NCETM Mastery Maths input						
Understanding the World	<p>EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
Understanding the World (The discipline of Science)	<ul style="list-style-type: none"> Observing similarities and differences we can see in ourselves and others. Recording our findings using tally charts and pictograms. Naming body parts and features, exploring our senses 	<ul style="list-style-type: none"> Observing and asking questions about seasonal change. Recording changes in weather and interpreting simple data recorded. 	<ul style="list-style-type: none"> Observing and exploring ice melting. How can we speed up the process? Make predictions and set up our own experiment to free a superhero from a block of ice. Evaluate our findings. 	<ul style="list-style-type: none"> Grow a beanstalk. What do plants need to grow? What do animals and humans need? How can we stay healthy? How do we keep our beanstalks healthy? Observe real life cycles in real time, ask questions, make predictions and record. 	<ul style="list-style-type: none"> Observe and explore making porridge. How can we get it ‘just right’? interpret and communicate results, evaluate. Observe and explore seasonal change. How can we stay safe in the heat? 	<ul style="list-style-type: none"> Observe the changes in ourselves over the Reception year. Compare our heights and handprints from the beginning of the year.
Working Scientifically skills: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating						
Understanding the World (The discipline of RE)	<ul style="list-style-type: none"> EYFS 2 Harvest: Why do people of faith say thank you to God at harvest time? 4 UC F1 Why is the word ‘God’ so important to Christians? 	<ul style="list-style-type: none"> EYFS 4 Christmas: How do Christians celebrate Jesus’ birthday? 4+2 UC F2 Why do Christians perform Nativity 	<ul style="list-style-type: none"> EYFS 5 Stories Jesus Heard: What stories did Jesus hear when he was a child? 4 	<ul style="list-style-type: none"> EYFS 6 Stories Jesus Told: Why did Jesus tell stories? 4 EYFS 7 Easter: Why do Christians believe that Easter is all about love? 5 UC F3 Why do 	<ul style="list-style-type: none"> EYFS 9 Special Places: What makes a place holy? 4+2 	<ul style="list-style-type: none"> EYFS 11 Special Times: How do we celebrate special times? 4+2

	<ul style="list-style-type: none"> EYFS I am special: Why are we all different and special? 4+1 	plays at Christmas?		Christians put a cross in an Easter garden?		
World Religion	Hinduism and Sikhism- Diwali	Judaism- Hanukkah	Sikhism- Birthday of Guru Gobind Singh	Muslim-Eid	Christianity- Pentecost	Buddhism - Wesak
Christian Value	Friendship	Compassion	Forgiveness	Endurance	Respect	Fairness
Understanding the World (The discipline of History)	<ul style="list-style-type: none"> Developing a simple understanding of my own chronology – bring in a baby photo to display alongside my self-portrait. Plot our birthdays on our class calendar 	<ul style="list-style-type: none"> Remembrance Day 		<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class – Jack and the Beanstalk 	<ul style="list-style-type: none"> Toys through time (teddy bears) 	<ul style="list-style-type: none"> Our past, present and future – developing an understanding of my own chronology.
Understanding the World (The discipline of Geography)	<ul style="list-style-type: none"> Where do I live? Post a letter to my address. 	<ul style="list-style-type: none"> Christmas around the world 	<ul style="list-style-type: none"> All about Maps Land and Sea 	<ul style="list-style-type: none"> Life around the world 	<ul style="list-style-type: none"> Draw a map to help Goldilocks Differences between where Goldilocks lives and where the children live 	<ul style="list-style-type: none"> Our local area
Expressive Art and Design	EYFS Statutory Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Expressive Art and Design (The discipline of Art/DT)	<ul style="list-style-type: none"> Self portraits Rangoli 	<ul style="list-style-type: none"> Kandinsky Design and make a gingerbread man 	<ul style="list-style-type: none"> Transient art Aboriginal art 	<ul style="list-style-type: none"> Observational drawing – spring flowers 	<ul style="list-style-type: none"> Work together to make a chair for baby bear. 	<ul style="list-style-type: none"> Boat building
Expressive Art and Design (The discipline of Performance and Music)	<ul style="list-style-type: none"> Charanga – Me Poetry Recital 	<ul style="list-style-type: none"> Charanga – My Stories Christmas Nativity Poetry Recital 	<ul style="list-style-type: none"> Charanga – Everyone Poetry Recital 	<ul style="list-style-type: none"> Charanga – Our World Poetry Recital 	<ul style="list-style-type: none"> Charanga – Big Bear Funk Poetry Recital 	<ul style="list-style-type: none"> Charanga – Perform and celebrate to influence aspirations Poetry Recital

Physical Development (The discipline of PE)	<ul style="list-style-type: none"> • Introduction to PE 	<ul style="list-style-type: none"> • PE Passport – FMS – How to Catch a Star 	<ul style="list-style-type: none"> • PE Passport- FMS- Super worm 	<ul style="list-style-type: none"> • PE Passport- FMS- Hungry Caterpillar 	<ul style="list-style-type: none"> • Dance 	<ul style="list-style-type: none"> • Dance
Special Days	<ul style="list-style-type: none"> • Roald Dahl Day • National Space Week • National Poetry Day • European Day of Languages 	<ul style="list-style-type: none"> • Diwali • Bonfire Night • Remembrance Day • Children in Need • St Andrew's Day • Christmas 	<ul style="list-style-type: none"> • Australia Day • Chinese New Year • Valentine's Day 	<ul style="list-style-type: none"> • St David's Day • World Book Day • St Patrick's Day • Mother's Day • World Poetry Day • Easter • Eid 	<ul style="list-style-type: none"> • St George's Day • Coronation of King Charles III 	<ul style="list-style-type: none"> • Father's Day