



*Forever Learning: Limitless potential for every child*

## Reception Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLL	<p><b>Listening and Attention</b> Is starting to listen whilst engaged in another activity. Begins to understand humour e.g. jokes.</p> <p><b>Speaking</b> Beginning to use tenses. Beginning to use conjunctions and and because Questions 'why' things happen – says who,m what, when. Introduce a narrative to their play.</p>	<p><b>Listening and Attention</b> Is developing focussed attention for longer periods of time Can listen whilst being focussed in an activity of their choice. Able to follow a story without props. Comment appropriately to a statement.</p> <p><b>Speaking</b> Extends vocabulary. Explore the sound and meaning of new words. Sticks to the topic</p>	<p><b>Listening and Attention</b> Listen and attend 1:1, and larger groups, responding appropriately.</p> <p>Start using the correct tense (past, present and future)</p> <p>Understand and respond to questions.</p> <p><b>Speaking</b> Begins to use more complex explanations, with longer sentences expressing their feelings, thoughts</p>	<p><b>Listening and Attention</b> Listen and attend 1:1, and larger groups, responding appropriately.</p> <p>Start using the correct tense (past, present and future)</p> <p>Understand and respond to questions.</p> <p><b>Speaking</b> Begins to use more complex explanations, with longer sentences expressing their feelings, thoughts</p>	<p><b>Listening and Attention</b> Using the correct past, present and future tense (or starting to use the correct tenses) Hold a two-way conversation with an adult and a child. Understand and respond to questions e.g. who, what, when, where, how and why. Listen and attend in group, whole class, group and individual discussions.</p> <p><b>Speaking</b></p>	<p><b>Listening and Attention</b> Using the correct past, present and future tense (or starting to use the correct tenses) Hold a two-way conversation with an adult and a child. Understand and respond to questions e.g. who, what, when, where, how and why. Listen and attend in group, whole class, group and individual discussions.</p> <p><b>Speaking</b></p>

		of conversation in discussion.	and ideas.	and ideas.	Uses explanations to justify their ideas using new vocabulary, in response to conversations, stories and other stimuli. Uses full sentences including conjunctions and the correct tenses.	Uses explanations to justify their ideas using new vocabulary, in response to conversations, stories and other stimuli. Uses full sentences including conjunctions and the correct tenses.
PSE - Self Regulation	Zones of regulation adapt to routines/changes  Be aware of similarities and differences between themselves and others	Talk about own and others feelings  Manage conflict, own feelings. seek help and adapt to new/challenging situations confidence to speak about needs wants and interests  Eat healthy food and understand needdescribe physical changes feeling unwell angry, etc.. daily routine pattern eating and sleeping	Be aware of behavioural expectations sensitive to ideas of justice and fairness.  describe what they are good at, do well and what they are getting better at.  describe foods textures and tastes and notice changes when cooking.  good practices in regards to exercise, eat, sleep, hygiene and good health	Aware of behavioural expectations sensitive to ideas of justice and fairness.  describe what they are good at, do well and what they are getting better at.  describe foods textures and tastes and notice changes when cooking.  good practices in regards to exercise, eat, sleep, hygiene and good health	Awareness of own and others feelings and regulate our behaviour  work towards a goal and wait for what they want  listen and follow instructions following several ideas/actions  Confident to try new activities resilience and perseverance  Explain reasons for rules	awareness of oan and others feelings and regulate behaviour  work towards a goal and wait for what they want  listen and follow instructions following several ideas/actions Confident to try new activities resilience and perseverance  Explain reasons for rules  Manae basic hygiene and

		understand and practice safety measures and transport and store equipment safely	Safety and tackling challenges managing risks	Safety and tackling challenges managing risks	Manage basic hygiene and understand importance of healthy food choices	understand importance of healthy food choices
PSE - Managing Self + Building Relationships	Understanding rules and expectations Able to change behaviour with new routines Building relationships with peers – taking turns Identifying own emotions and emotions of others (being empathetic)	Managing emotions and express emotions Personal safety / safety of others Healthy choices: exercise / food / water / sleep Play with others Build positive relationships with peers and adults Understanding others points of view	Understanding the principle of equality Resolving a disagreement / problem with a friend themselves Identifying their own strengths and being positive about achievements Healthy choices: exercise / food / water / sleep Personal safety / safety of others Identifying risk and safety of the environment Develop teamwork skills	Understanding the principle of equality Resolving a disagreement / problem with a friend themselves Identifying their own strengths and being positive about achievements Healthy choices: exercise / food / water / sleep Personal safety / safety of others Identifying risk and safety of the environment Develop teamwork skills	Regulating behavior in different settings Ability to wait for their needs to be met Listen, understand and follow multi-step instructions Be independent in undressing and dressing / toileting Understand their own body's needs (hunger / thirst) In learning be: independent / resilient / resourceful / knowledgeable / have team work skills. Be empathetic and make positive relationships with children and adults.	Regulating behavior in different settings Ability to wait for their needs to be met Listen, understand and follow multi-step instructions Be independent in undressing and dressing / toileting Understand their own body's needs (hunger / thirst) In learning be: independent / resilient / resourceful / knowledgeable / have team work skills. Be empathetic and make positive relationships with children and adults.

Physical Development	<p><b>Gross Motor</b> Sports Coaches Real PE <b>Personal Unit 1</b> 1-3 bike -6 Pirate</p> <p>Skill footwork and static balance</p> <p><b>Fine Motor</b> Choose a dominant hand to hold a tool Anticlockwise movements and vertical retracing Recognisable letters in their name Start to use a knife and fork.</p>	<p><b>Gross Motor</b> Sports Coaches <b>Real Gym Unit 1</b> Home Jungle</p> <p>Shape Trave</p> <p><b>Fine Motor</b> Begin to form recognisable letters independently Handles all age appropriate tools effectively I</p>	<p><b>Gross Motor</b> Sports Coaches Real PE <b>Social Unit 2</b> 7-9 Space 10-12 Fun in the Jungle</p> <p>Skill dynamic balance-Jumping and landing static balance -seated</p> <p><b>Fine Motor</b> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Use a knife and fork more efficiently.</p>	<p><b>Gross Motor</b> Sports Coaches <b>Real gym Unit 2</b> 1-3 Parklife 4-6 Toybox</p> <p>Flight Rotation</p> <p><b>Fine Motor</b> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p><b>Gross Motor</b> Sports Coaches Real PE Applying <b>Physical Unit 5</b> Circus Juggler Fairytale Send and receive</p> <p>reaction response</p> <p><b>Fine Motor</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery Effectively. Begin to show accuracy and care when drawing. Use a knife and fork effectively.</p>	<p><b>Gross Motor</b> Sports Coaches <b>Creative Unit 4</b> 19-21 Circus clowns 22-25 seaside Sports week</p> <p>ball skills</p> <p>counter balance</p> <p><b>Fine Motor</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery effectively. Begin to show accuracy and care when drawing.</p>
Literacy - Word Reading + Comp	<b>Phonics Individual reading Whole class reading</b>	<b>Phonics Individual reading Whole class reading</b>	<b>Phonics Individual reading Whole class reading</b>	<b>Phonics Individual reading Whole class reading</b>	<b>Phonics Individual reading Whole class reading</b>	<b>Phonics Individual reading Whole class reading</b>
Literacy -	Children will build vc and cvc words.	Children will build on their phonic	Children will build on their phonic	Children will build on their phonic	Children will build on their phonic	Children will continue to build

Writing	Children will write a simple caption	knowledge and write cvc words. Children will write a simple caption and sentence E.g The red dog It is.....	knowledge and write simple sentences E.g This is..... I can see..... and	knowledge and write simple sentences and begin to use 'and' to join 2 sentences.	knowledge and write phonetic sentences and to use 'and' to join 2 sentences.	on their phonic knowledge and write 2/3 sentences independently
Maths Number (Following White Rose Maths Scheme)	<b>Block 1 – Match, sort and compare</b> <b>Block 2 – Talk about measure and pattern</b> <b>Block 3 – It's me 1, 2, 3</b>	<b>Block 4 – Circles and triangles</b> <b>Block 5 – 1, 2, 3, 4, 5</b> <b>Block 6 – Shapes with 4 sides</b>	<b>Block 1 – Alive in 5</b> <b>Block 2 – Mass and capacity</b> <b>Block 3 – Growing 6, 7, 8</b>	<b>Block 4 – Length, height and time</b> <b>Block 5 – Building 9 and 10</b>	<b>Block 1 – To 20 and beyond</b> <b>Block 2 – How many now?</b>	<b>Block 4 – Sharing and grouping</b> <b>Block 5 – Visualise, build and map</b>
UW - PP	How have we changed		Similarities and differences -Old and new			Sports Week Past and Present
UW - P&C	Celebrating with family and friends  Talking about events in my own life  Harvest	How do my family live ?  What is my culture?  Recognising special occasions, beginning to learn about their meanings Diwali Hannukah Christmas	Family celebrations  Talking about events in family member's lives. Shrove Tuesday Lent Chinese New Year	Family traditions  Past and present.. How has my family changed and what do we celebrate? Holi Easter Eid ul fitr	Living and learning together  Talking about my community and the lives of people around me... where do some people celebrate ? Eid al Adha	Preparing for change, respecting our differences  The lives of people around them and their roles in society  Stories from different religions

UW - NW	Seasonal changes-Autumn	Seasonal changes-Winter	Our local area Co op trip	Seasonal changes -SpringFarm Life cycle of Chick Animal babies	Ecology centre	Seasonal changes -Summer Life cycle of a ladybird snail facts
UW - ICT	Exploring using smartboard and laptops CEOP-	Begin to gain mouse control and logging on CEOP	Begin logging on and logging off of pc Control programmable toy-bebot CEOP	Begin to explore the basis of algorithm CEOP	Mouse and keyboard typing skills CEOP	Consolidate skills learnt through the year CEOP
EAD - CM (Art)	<b>All About Me</b> Drawing/ Printing Self Portrait Colour mixing  <b>Artist: Pablo Picasso</b>	<b>Printing / collage</b>  Diwali Art	<b>Community</b> Painting local area  <b>Artist : Helena Vaughan</b>		<b>Growing</b>  Observational drawing of sunflower	<b>Sculpture</b>  <b>Artist: Louise Bourgeois</b>
EAD - CM (DT)		<b>Celebrations</b> DT - TBC		<b>On the Farm</b> DT- TBC	<b>Growing</b> DT- TBC	<b>Minibeasts</b> Sculpture: Clay minibeasts
EAD - BI (Music)	<b>Exploring Sound</b>	<b>Celebration</b>	<b>Transport</b>	<b>Musical Stories</b>	<b>Music and Movement</b>	<b>Big Band</b>