



*Forever Learning: Limitless potential for every child*

### Reception Curriculum Map

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p>CLL Listening and Attention and Speaking</p>	<p>Is starting to listen whilst engaged in another activity. Begins to understand humour e.g. jokes.</p> <p>Beginning to use tenses. Beginning to use conjunctions <i>and</i> and <i>because</i>. Questions 'why' things happen – says who, what, when. Introduce a narrative to their play.</p>	<p>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. Extends vocabulary. Explore the sound and meaning of new words. Sticks to the topic of conversation in discussion.</p>	<p>Listen and attend 1:1, and larger groups, responding appropriately. Start using the correct tense (past, present and future). Understand and respond to questions. Begins to use more complex explanations, with longer sentences expressing their feelings, thoughts and ideas.</p>	<p>Listen and attend 1:1, and larger groups, responding appropriately. Start using the correct tense (past, present and future). Understand and respond to questions. Begins to use more complex explanations, with longer sentences expressing their feelings, thoughts and ideas.</p>	<p>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. Uses explanations to justify their ideas using new vocabulary, in</p>	<p>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. Uses explanations to justify their ideas using new vocabulary, in</p>

					<p>response to conversations, stories and other stimuli. Uses full sentences including conjunctions and the correct tenses.</p>	<p>response to conversations, stories and other stimuli. Uses full sentences including conjunctions and the correct tenses.</p>
<p>PSE - Self Regulation</p>	<p>Zones of regulation adapt to routines/changes. Be aware of similarities and differences between themselves and others.</p>	<p>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 need, describe physical changes e.g feeling unwell angry, etc. Understand daily routine pattern - eating and sleeping. Understand and practice safety measures and transport and</p>	<p>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, safety and tackling challenges and managing risks.</p>	<p>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, safety and tackling challenges managing risks.</p>	<p>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. Manage basic hygiene and understand importance of healthy food choices.</p>	<p>Awareness of own 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. Manage basic hygiene and understand importance of healthy food choices.</p>

		store equipment safely.				
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	<b>Gross Motor</b> Sports Coaches Real PE <b>Personal Unit 1</b> 1-3 bike -6 Pirate	<b>Gross Motor</b> Sports Coaches <b>Real Gym Unit 1</b> Home Jungle	<b>Gross Motor</b> Sports Coaches Real PE <b>Social Unit 2</b> 7-9 Space 10-12	<b>Gross Motor</b> Sports Coaches <b>Real gym Unit 2</b> 1-3 Parklife 4-6 Toybox	<b>Gross Motor</b> Sports Coaches Real PE Applying <b>Physical Unit 5</b> Circus Juggler Fairytale	<b>Gross Motor</b> Sports Coaches <b>Creative Unit 4</b> 19-21 Circus clowns 22-25 seaside

	<p>Skill footwork 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>Shape Travel</p> <p><b>Fine Motor</b> Begin to form recognisable letters independently. Handles all age appropriate tools effectively.</p>	<p>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>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>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>Sports week</p> <p>Ball skills 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>
<p>Literacy - Word Reading Comprehension</p>	<p>Phonics Individual reading Whole class reading</p>	<p>Phonics Individual reading Whole class reading</p>	<p>Phonics Individual reading Whole class reading</p>	<p>Phonics Individual reading Whole class reading</p>	<p>Phonics Individual reading Whole class reading</p>	<p>Phonics Individual reading Whole class reading</p>
<p>Literacy - Writing</p>	<p>Children will build vc and cvc words. Children will write a simple caption.</p>	<p>Children will build on their phonic knowledge and write cvc words. Children will write a simple caption and sentence e.g The red dog. It is.....</p>	<p>Children will build on their phonic knowledge and write simple sentences e.g This is..... I can see...</p>	<p>Children will build on their phonic knowledge and write simple sentences.</p>	<p>Children will build on their phonic knowledge and write more than 1 phonetic sentence.</p>	<p>Children will continue to build on their phonic knowledge and write 2/3 sentences independently.</p>

<p>Maths Number (Following White Rose Maths Scheme)</p>	<p>Block 1 – Match, sort and compare Block 2 – Talk about measure and pattern Block 3 – It’s me 1, 2, 3</p>	<p>Block 4 – Circles and triangles Block 5 – 1, 2, 3, 4, 5 Block 6 – Shapes with 4 sides</p>	<p>Block 1 – Alive in 5 Block 2 – Mass and capacity Block 3 – Growing 6, 7, 8</p>	<p>Block 4 – Length, height and time Block 5 – Building 9 and 10</p>	<p>Block 1 – To 20 and beyond Block 2 – How many now?</p>	<p>Block 4 – Sharing and grouping Block 5 – Visualise, build and map</p>
<p>UW - Past and Present</p>	<p>How have we changed</p>		<p>Similarities and differences -Old and new</p>			<p>Sports Week Past and Present</p>
<p>UW - People and Communities</p>	<p>Celebrating with family and friends. Talking about events in my own life. <i>Harvest</i></p>	<p>How do my family live? What is my culture? Recognising special occasions, beginning to learn about their meanings. <i>Diwali</i> <i>Hannukah</i> <i>Christmas</i></p>	<p>Family celebrations. Talking about events in family member’s lives. <i>Shrove Tuesday</i> <i>Lent</i> <i>Chinese New Year</i></p>	<p>Family traditions Past and present.. How has my family changed and what do we celebrate? <i>Holi</i> <i>Easter</i> <i>Eid ul fitr</i></p>	<p>Living and learning together. Talking about my community and the lives of people around me... where do some people celebrate? <i>Eid al Adha</i></p>	<p>Preparing for change, respecting our differences. The lives of people around them and their roles in society. Stories from different religions.</p>
<p>UW - Natural World</p>	<p>Seasonal changes - Autumn</p>	<p>Seasonal changes - Winter</p>	<p>Our local area Co-op trip</p>	<p>Seasonal changes -Spring Farm trip Life cycle of Chick Animal babies</p>	<p>Minibeasts Ecology centre trip</p>	<p>Seasonal changes -Summer Life cycle of a ladybird snail facts</p>
<p>UW - ICT</p>	<p>Exploring using smartboard and laptops CEOP</p>	<p>Begin to gain mouse control and logging on CEOP</p>	<p>Begin logging on and logging off of pc Control programmable toy-bebot CEOP</p>	<p>Begin to explore the basis of algorithm CEOP</p>	<p>Mouse and keyboard typing skills CEOP</p>	<p>Consolidate skills learnt through the year CEOP</p>

EAD - Creating with Materials (Art)	<b>All About Me</b> Drawing/ Printing Self Portrait Colour mixing  <b>Artist: Pablo Picasso</b>	<b>Celebrations</b> Printing / collage Diwali Art-rangoli patterns	<b>Community</b> Painting local area  <b>Artist : Helena Vaughan</b>	<b>On the Farm</b> Painting and observational drawing of animals	<b>Nature</b> Observational drawing of sunflower  Observational drawing and painting minibeasts	<b>Journeys</b> Painting and sculptures  <b>Artist: Louise Bourgeois</b>
EAD - Creating with Materials (DT)		<b>Celebrations</b> Structures- Design, make and decorate a festive hat.		<b>On the Farm</b> Mechanisms- Make a 3D farm animal.	<b>Nature</b> Food- What food can be grown? Create a fruit kebab.	<b>Journeys</b> 3D vehicles Sculpture - clay
EAD - Being Imaginative (Music)	<b>Exploring Sound</b>	<b>Celebration</b>	<i>Melody Makers Sutton Music Trust</i>	<b>Musical Stories</b>	<b>Music and Movement</b>	<b>Big Band</b>