



Reception Curriculum Map 2023-2024

	Autumn All About Me Autumn	Spring Fairy Tales Our World	Summer My Garden People Who Help Us
Communication & Language	1 st half	1 st half	1 st half
Literacy	<p>Phonics <u>Initial Code</u> Unit 1 – a, i, m, s, t - 2 weeks Unit 2 – n, o, p – 2 weeks Unit 3 – b, c, g, h – 2weeks</p> <p>Reading and Writing Reading comprehensions skills (shared reading) Understand that print carries meaning Bubble names/name writing Auditory & visual memory activities Squiggle While You Wiggle – letter shapes Fine motor activities Dough Disco</p> <p>Speaking, listening and understanding Listen to stories rhymes with increased attention and recall Listening skills during carpet time/small group activities Join in with familiar stories and rhymes using a confident voice Fill in missing words from familiar rhymes Sequencing events from stories and rhymes Talking about ourselves Use recently introduced vocabulary during discussions</p>	<p>Phonics <u>Initial Code</u> Unit 7 – x, y, ff, ll, ss, zz – 2 weeks Unit 8 – VCC words (e.g. ask, end) and CVCC words (e.g. cats, mask) Unit 9 – CCVC words (e.g. frog, slip)</p> <p>Reading and Writing Reading comprehensions skills (shared reading/individual reading) Understand that print carries meaning Spontaneous opportunities to write (assessments) Reading and writing key words Letter formation using mantras Sequencing and predicting Writing captions Describing character and setting Talk4Writing curriculum – oral story-telling and maps Discuss and write about characters emotions (role on the wall) N/F – letter writing List of what they need Writing instructions (key features)</p>	<p>Phonics <u>Initial Code</u> Bridging unit</p> <p>Reading and Writing Guided read/guided write – sustained writing Reading comprehensions skills (guided/individual reading) Spontaneous opportunities to write (assessments) What have I done today writing Talk4Writing curriculum – oral story-telling and maps Create new story by changing character/food N/F – learning/recalling facts Fact file for minibeasts</p> <p>Speaking, listening and understanding Class assembly - oracy/performance Verbal recounts Listen to stories with increased attention and recall Ask questions about what they have heard Follow instructions containing several ideas or actions Use recently introduced vocabulary during discussions</p>
<u>Interventions:</u> Phonics Reading Blast			

<p>Books Whiffy Wilson – The Wolf who wouldn't go to school What Makes Me a Me Our Class is a Family A Handful of Buttons</p>	<p>Speaking, listening and understanding Verbal recounts Retell a familiar story orally Listen to stories with increased attention and recall Use recently introduced vocabulary during discussions</p> <p>Books Goldilocks and the Three Bears Jack and the Beanstalk Jack and the Incredibly Mean Stalk</p>	<p>Use past, present and future tenses in their discussions.</p> <p>Books Mad About Minibeasts The Very Hungry Caterpillar</p>
<p>2nd half</p>	<p>2nd half</p>	<p>2nd half</p>
<p>Phonics <u>Initial Code</u> Recap Unit 4 – d, e, f, v - 2 weeks Unit 5 – k, l, r, u – 2 weeks Unit 6 – j, w, z – 2weeks</p> <p>Reading and Writing Reading comprehensions skills (shared reading) Understand that print carries meaning Bubble names/name writing Auditory & visual memory activities Squiggle While You Wiggle – letter shapes Letter formation Labels and lists NF Learning facts (actions) Labelling Create own information videos with actions.</p> <p>Speaking, listening and understanding Recording videos – oracy/performance Listen to stories with increased attention and recall</p>	<p>Phonics <u>Initial Code</u> Unit 10 – CCVCC words (e.g. drank), CCVC words (e.g. split) Unit 11 – sh, ch, th, ck, wh, ng, qu and consolidaton</p> <p>Reading and Writing Reading comprehensions skills (shared reading/individual reading) Understand that print carries meaning Spontaneous opportunities to write (assessments) Reading and writing simple words Letter formation Talk4Writing curriculum – oral story-telling and maps Create own story changing character/setting.</p> <p>Speaking, listening and understanding Verbal recounts Retell a familiar story orally</p>	<p>Phonics <u>Initial Code</u> Bridging unit</p> <p>Reading and Writing Guided read/guided write – sustained writing Reading comprehensions skills (guided/individual reading) Spontaneous opportunities to write (assessments) What have I done today writing N/F – labelling Writing simple facts</p> <p>Speaking, listening and understanding This is Us - oracy/performance Verbal recounts Listen to stories with increased attention and recall Ask questions about what they have heard Follow instructions containing several ideas or actions</p>

	<p>Explain what is happening and anticipates what might happen next. Re-tell a simple past event in correct order. Use recently introduced vocabulary during discussions</p> <p>Nativity/Christmas</p> <p>Books Leafy the Leaf That Wouldn't Leave Supertato</p>	<p>Listen to stories with increased attention and recall Use recently introduced vocabulary during discussions</p> <p>Books The Girl the Bear and the Magic Shoes The Flying Bath The Hundred Decker Bus</p>	<p>Use recently introduced vocabulary during discussions Use past, present and future tenses in their discussions.</p> <p>Books Non-fiction people who help us books The Little Red Hen</p>
Maths	1 st half	1 st half	1 st half
	<p>Numbers Active Counting Counting on from a given number Counting claps/jumps/stamps Reciting numerals 0-10 Recognising numerals 0-10 Counting out objects from a larger group to match a numeral Comparing two groups of objects and saying which is more/less Introducing numbers 1 to 5 (using number blocks/fingers) Talk around different ways of representing a number</p> <p>Shape, space and measures 2D shapes – recognition and naming (to create clock picture) Positional language (farm animals) Big/small (link to Humpty Dumpty's wall) Talk about long/short and heavy/light Creates repeated patterns</p>	<p><u>Daily</u>: Numerals – mantras, writing, reading, counting up to 20. <u>Active counting</u></p> <p>Number Counting 1 to 20 Counting up/down from a given number Recognise numbers to 10/20 – use of number line and problem solving 1 more/1 less to 10 Counting irregular objects that can be moved. Estimates amounts of objects Finds the total number of items in two groups. Introduce addition vocabulary (add, plus, total, more) Introduce addition number sentence. Number line to count up and down.</p> <p>Shape, space and measures 2D shapes – naming and recognising (oral simple description) Uses the language of length, height and capacity Compare and order the length and height of everyday objects. Days of the Week</p>	<p><u>Daily</u>: Numerals – 20 and beyond, Counting in 2s <u>Number bonds to 5</u></p> <p>Number 1 less/2 less Practical subtraction Taking away using numicon Explore + and – sign and vocabulary (add, more, plus, total, take way, subtract, less) Creating and writing own number sentences.</p> <p>Shape, space and measures Problem solving using shapes Small world map making Use the language of weight Times of the day Ordering daily routines</p>
	2 nd half	2 nd half	2 nd half

Daily: Numerals – writing, reading, counting up to 10.

Active counting

Number

Compares 2 groups of up to 5 objects

Recognises groups of numbers up to 5

Number recognition to 10

Number formation

Daily talk around different ways of representing a number

Counting cars, colours, people walking by – Children to tally things they can see

Making groups of a given number

1 more than the one before

Shape, space and Measures

Daily talk around today the day is.....

Daily talk about events of the day

Shapes in the environment

Shape pictures

Repeating patterns

Daily: Numerals to 10 and beyond/ teen recognition. 1 more / 1 less

Counting from given number/ Counting backwards

Number

Number lines and 100 squares

Recognising larger numbers / teens

Addition

Completing number sentences and recording

Creating and writing own number sentences.

Estimation

1 less / counting backwards

Shape, space and measure

3D shape – cube, cuboid, pyramid, cylinder, cone

Shapes and patterns in the environment

Daily: Counting to 20 and beyond Recognising patterns / sequences

Counting in 2s / up / down

Number

Number bonds to 5

Numicon – finding all the ways to make 10

Number sentences + and - consolidation

Word problems

Doubling

Compare quantities to 10

Shape, space and measure

Recognising patterns / sequences

Capacity - full / half full

Measuring – graphs / pictograms to record.

Sharing/halving – practically using playdough and baking

2D / 3D shape revision

Assessments / quick starts

<p>Understanding of the world</p>	<p>What makes me marvellous? Why are there so many leaves on the ground?</p> <p>People and communities Who lives in my house? Family All about me Christmas - Christian Festival Diwali - Hindu / Sikh Festival</p> <p>Technology ICT - learn parts of the computer – keyboard, mouse and monitor Mouse skills – use 2Paint to create pictures Use of iPad safely – model applications Model Use of ICT equipment in areas 2Simple – fireworks pictures/Rangoli pictures Online safety</p> <p>The World Ourselves – talking about our features and talents. How are we the same/different as each other? Comparing ‘ourselves’ and other communities around the world (Diwali, Christmas, Bonfire Night) Autumn – what is happening around us? How is the world changing? Autumn walk around our school – looking at leaves, conkers, talking about the weather. Winter - what is happening around us? How is the world changing? Ice excavating – freeze toys in water, frozen water in glove Out and about visits: signs of Autumn in our local area</p>	<p>Was it once a mixed-up time? Where in our world can we go?</p> <p>People and communities Chinese New Year- Chinese Cultural Festival Mother’s Day – Traditions Easter – Christian Festival Holi – Hindu Festival Talk about similarities and differences between this country and other countries Stories, non-fiction texts and maps People from different countries (cultures/traditions)</p> <p>Technology ICT – media project – using a camera 2Animate and moving pictures Video cameras Online safety</p> <p>The World Science experiments – introducing the children to a variety of experiments Weather in different countries Transport – what forms of transport do we know? Transport in the past – similarities/differences between transport now and in the past? Where can you travel to in a car/a train/a plane? Compare countries. Maps – looking at different countries around the world Out and about visits: features of our local area</p>	<p>Are all minibeasts scary? Who can I ask for help?</p> <p>People and communities People who help us (jobs and roles) Visits from people who help us Farm visit (day in the life of a farmer) Eid – Muslim Festival Father’s Day – Traditions</p> <p>Technology ICT - maps – Beebot Coding – Purple Mash Online safety</p> <p>The World Gardening linked to healthy food we can grow/plant How/where do different fruits/vegetables grow (e.g. in the ground, on a plant or tree?) Healthy lifestyle Minibeasts and their habitats Life cycle of a butterfly</p>
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<p>Physical Development</p>	<p>Moving and Handling What do different parts of the body do? Squiggle While You Wiggle – letter shapes (gross motor) Dough disco Moving your body in different ways Runs with spatial awareness Movement Fine motor skill opportunities Manipulates a range of tools and equipment Outdoor area equipment</p> <p>Health and self-care Handwashing and hygiene (catch it, bin it, kill it) Tooth brushing Managing own personal needs Putting on own coats including zipping/unzipping Clothing for the weather Naming and identifying different parts of the body</p>	<p>Moving and Handling Dance – learning, practising and performing a routine of movements Squiggle While You Wiggle – letter shapes (gross motor and fine motor) Activate Dough disco Fine motor skill opportunities Shows a preference for a dominant hand Outdoor area equipment</p> <p>Health and self-care Handwashing and hygiene (catch it, bin it, kill it) Tooth brushing Managing own personal needs Describing physical changes to their body linked to emotions Children to continue to be independent at dressing with support Tooth brushing Healthy lifestyle – healthy and unhealthy food</p>	<p>Moving and Handling Athletics and ball skills (rolling, kicking, throwing and catching) Team games Negotiate space and obstacles safely with consideration for themselves and others Sports week Activate Dough disco Fine motor skill opportunities Outdoor area equipment</p> <p>Health and self-care Handwashing and hygiene Tooth brushing Managing own personal needs Children to continue to be independent at dressing with support Tooth brushing Clothing suitable for summer Staying safe in the sun</p>
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<p>PSED</p>	<p>Systems, rules and classroom routines Understanding the implications of their choices Knows it's ok to be wrong Lunchtime routines – healthy eating Circle time/friends Sharing and taking turns Feelings and emotions Zones of Regulation Similarities and differences Modelling all areas in the classroom Use of puppets circle time R.E syllabus – ‘Being Special’ School Values - Be Brave, Be Proud, Be Strong, Be Kind, Aim High British Values</p>	<p>Systems/rules ‘Spread the Happiness/Kindness’ Lunchtime routines – healthy eating Circle time/friends Use of puppets circle time R.E syllabus – special stories and objects Circle time Zones of Regulation School Values - Be Brave, Be Proud, Be Strong, Be Kind, Aim High British Values</p>	<p>Systems/rules Lunchtime routines – healthy eating Circle time/friends Be confident to try new activities To show independence, resilience and perseverance Circle time Box full of emotions Use of puppets circle time RE syllabus – special places Transition into Year 1 SRE (Sex & Relationship Education) Similarities and differences between ourselves and others Zones of Regulation School Values - Be Brave, Be Proud, Be Strong, Be Kind, Aim High British Values</p>
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<p>Expressive arts and design</p>	<p>Exploring and using media and materials Independent creative areas Paint skills – poster paint, finger, etc. Observational painting Observational drawing of ourselves and our friends Button family Autumn creative activities Scissors skills Paper craft skills (collage, scrunched paper) Christmas craft skills</p> <p>Being Imaginative Foundation Stage singing – nursery rhymes Exploring sounds and how we make them Nativity songs Outdoor musical instruments (including everyday objects) Rhythm and tapping their names First thing music activities Role play in areas</p>	<p>Exploring and using media and materials Independent creative areas Outdoor weaving Dance celebration Basic food technology skills – mixing etc. Paint skills – powder, poster paint, finger, etc. Artist study</p> <ul style="list-style-type: none"> • Kandinsky (colour mixing, circle shapes) • Michelangelo (drawing skills, different perspective) • Giuseppe Arcimboldo (collage using fruit/vegetables, similarities and differences in shapes) <p>Observational painting Colour mixing Scissors skills Easter crafts</p> <p>Being Imaginative Foundation Stage singing Un-tuned percussion First thing music activities Role play in the areas</p>	<p>Exploring and using media and materials Independent creative areas Paint skills – powder, watercolour, poster paint, finger, etc. Observational painting Creating and tasting fruit kebabs and smoothies Outdoor crafts Use of DT table Minibeasts models using junk materials Scissors skills</p> <p>Being Imaginative Un-tuned percussion Tuned percussion Simple compositions using graphic score First thing music activities Role play in the areas</p>
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