



Reception Curriculum Map 2024/2025

	Autumn	Spring	Summer
	All About Me Autumn	Fairy Tales Our World	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 – 2 weeks Unit 4 – d, e, f, v - 1 week</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 Recording videos – oracy</p>	<p>Phonics <u>Initial Code</u> Unit 7 – x, y, ff, ll, ss, zz – 1 week 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 common words Letter formation Drawing Club – letter simple CCVC / CVCC words / short sentence codes New vocabulary linked to drawing club text – with actions Describing character and setting Talk4Writing curriculum – oral story-telling and maps</p> <p>Speaking, listening and understanding Verbal recounts (instructions) Retell a familiar story orally Listen to stories with increased attention and recall</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 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 Use past, present and future tenses in their discussions.</p>
Interventions: 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 Funnybones Humpty Dumpty (nursery rhyme for the half term)</p>	<p>Use recently introduced vocabulary during discussions Learn and perform a nursery rhyme (Hey Diddle Diddle)</p> <p>Books Goldilocks and the Three Bears Bananaman (animation) Jack and the Beanstalk Not Now Bernard The Princess and the (Greedy) Pea The King's Pants Nibbles The Book Monster</p>	<p>Learn, perform and adapt a nursery rhyme (Mary, Mary Quite Contrary)</p> <p>Books The Very Hungry Caterpillar The Enormous Turnip Superworm</p>
<p>2nd half</p>	<p>2nd half</p>	<p>2nd half</p>
<p>Phonics <u>Initial Code</u> <u>Initial Code</u> Recap Unit 4 – d, e, f, v - 1 week Unit 5 – k, l, r, u – 2 weeks Unit 6 – j, w, z – 2weeks Unit 7 – x, y, ff, ll, ss, zz 1 week</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 Drawing Club – letter sounds / simple CVC words / short caption codes New vocabulary linked to drawing club text – with actions</p> <p>Speaking, listening and understanding Listen to stories with increased attention and recall 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>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 consolidation</p> <p>Reading and Writing Reading comprehensions skills (shared reading/individual reading) Understand that print carries meaning Spontaneous opportunities to write continuous provision/(assessments) Reading and writing simple words and key words Letter formation Drawing Club – letter sounds/ simple CCVC / CVCC / CCVCC words / short sentence codes New vocabulary linked to drawing club text – with actions Talk4Writing curriculum – oral story-telling and maps</p> <p>Speaking, listening and understanding Retell a familiar story orally Listen to stories with increased attention and recall</p>	<p>Phonics <u>Initial Code</u> Bridging unit</p> <p>Reading and Writing Reading comprehensions skills (shared reading/individual reading) Spontaneous opportunities to write (continuous provision/assessments) Reading and writing simple sentences including with key words Letter formation Drawing Club – letter sounds/ simple unit 11 words / short sentence codes New vocabulary linked to drawing club text – with actions Talk4Writing curriculum – oral story-telling and maps</p> <p>Speaking, listening and understanding 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 and oral retelling of a story</p>

	<p>Learn a nursery rhyme (Incy Wincy Spider) Nativity performance</p> <p>Books Leafy the Leaf That Wouldn't Leave (animation) Tree Supertato Little Red Riding Hood Say Hello to the Snowy Animals The Nativity Story</p>	<p>Use recently introduced vocabulary during discussions Learn and perform a nursery rhyme (Pussycat, Pussycat)</p> <p>Books The Girl the Bear and the Magic Shoes The Flying Bath Wacky Races (animation) All Aboard the London Bus Hansel and Gretel The Ugly Duckling</p>	<p>Use past, present and future tenses in their discussions. Learn, perform and adapt a nursery rhyme (Mary had a Little Lamb) This is Us – oracy /performance</p> <p>Books Life savers You Can't Call an Elephant in an Emergency The Little Red Hen</p>
Maths	1 st half	1 st half	1 st half
	<p>Number Daily: calendar and number rhyme (1, 2, 3, 4, 5 Once I Caught a Fish Alive) Active Counting Counting on from a given number Reciting numerals 0-10 Introducing numbers 1 to 3 (using number blocks/fingers) Counting out objects from a larger group to match a numeral Comparing two groups of objects and saying which is more/less Talk around different ways of representing a number</p> <p>Numerical Patterns Simple positional language Talk about long/short and heavy/light Create repeated patterns (ABAB, AAB, ABB, ABC)</p>	<p>Daily: calendar and number rhyme (5 Little Monkeys) Active counting (orally to 10)</p> <p>Number Orally count 1 to 20 Composition of numbers 4-8 Comparing objects and numbers to 8 Introduce 0 Number bonds to 5 Counting up/down from a given number Recognise numbers to 10 Find the total number of items in two groups. Introduce addition vocabulary (add, plus, total, more)</p> <p>Numerical Patterns 3D shapes – naming and recognising (simple properties) Uses the language of length, height, mass and capacity Compare and order the length and height of everyday objects.</p>	<p>Daily: calendar and number rhyme (10 in the Bed) Subitising to 10</p> <p>Number Practical addition and subtraction Explore + and – sign and vocabulary (add, more, plus, total, take way, subtract, less) Creating and writing own number sentences. Vocabulary around number sentences (first, then, now)</p> <p>Numerical Patterns Spatial reasoning – shape patterns and arrangements (problem solving using shapes) Combining shapes to make new shapes</p>
	2 nd half	2 nd half	2 nd half
	<p>Daily: calendar and number rhyme (5 Currant Buns) Active counting (orally to 10)</p>	<p>Daily: calendar and number rhyme (5 Little Men in a Flying Saucer)</p>	<p>Daily: calendar and number rhyme (Number Bonds to 10 Rhyme)</p>

	<p><u>Number</u> Composition of numbers 1,2,3 Comparing objects and numbers to 3 Recognises groups of numbers up to 5 Daily talk around different ways of representing a number Children to look for patterns in things they can see (subitise) Making groups of a given number 1 more and 1 less</p> <p><u>Numerical Patterns</u> Shapes in the environment 2D shapes – naming and simple description</p>	<p>Active counting (orally to 20)</p> <p><u>Number</u> Composition of 9 and 10 Comparing numbers to 10 Recognising larger numbers / teens and building numbers beyond 10 Number bonds to 10</p> <p><u>Numerical patterns</u> Counting patterns beyond 10</p>	<p>Subitising to 10</p> <p><u>Number</u> Number bonds to 5 and 10 - consolidation Numicon – finding all the ways to make 10 Number sentences + and - consolidation Doubling facts</p> <p><u>Numerical patterns</u> Spatial reasoning – positional language, looking at different view points, simple map making Explore and represent patterns within 10 – sharing and grouping, odd and even</p>
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Understanding the world	All About Me Autumn	Fairy Tales Our World	My Garden People Who Help Us
	<p>People and communities Who lives in my house? Family All about me Diwali - Hindu / Sikh Festival Christmas - Christian Festival Groovy Babies visit/special seasonal visitor</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) Guy Fawkes – who was he? What did he do? Autumn – what is happening around us? How is the world changing? Autumn walk around our school – looking at leaves, conkers, talking about the weather. Early map skills (birds eye view): matching shapes to shadow outlines (links to spatial reasoning in Maths) Winter - what is happening around us? How is the world changing?</p> <p>Out and about visits: signs of Autumn in our local area</p>	<p>People and communities Lunar New Year- Cultural Festival Mother’s Day – Traditions Holi – Hindu Festival Eid – Muslim Festival Easter – Christian 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 an iPad to take a photograph 2Animate programme to create a moving picture Online safety</p> <p>The World Materials and experiments – introducing the children to a variety of experiments (predictions, investigating, results) Spring – what is happening around us? How is the world around us changing? Transport – what forms of transport do we know? Transport in the past – similarities/differences between transport now and in the past George Stephenson and Amelia Earhart – who are they? What did they do? Where can you travel to in a car/a train/a plane? Compare countries (landmarks, weather, food, culture). Maps – looking at different countries around the world</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) Father’s Day – Traditions</p> <p>Technology ICT - maps – Beebot Coding – Purple Mash (2Code) Online safety</p> <p>The World Summer – what is happening around us? How is the world around us changing? 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 Farm animals and their young Farming in the past – similarities and differences between the past and now</p> <p>Out and about visits: road safety</p>

Creating our own maps – map of our school
and local area

Out and about visits: features of our local area

<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 and round a space in different ways Run with spatial awareness Fine motor skill opportunities Manipulate a range of tools and equipment Outdoor area equipment (developing gross motor skills)</p> <p>Health and self-care Handwashing and hygiene 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 Dough disco Fine motor skill opportunities Show a preference for a dominant hand Outdoor area equipment (developing gross motor skills)</p> <p>Health and self-care Handwashing and hygiene 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 (coat, socks and shoes) 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 Dough disco Fine motor skill opportunities Outdoor area equipment (developing gross motor skills)</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 (coat, socks and shoes) Clothing suitable for summer Staying safe in the sun</p>
<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 – recognising our own emotions and what can make us feel that way Similarities and differences Modelling all areas in the classroom R.E syllabus – 'Being Special' School Values - Be Brave, Be Proud, Be Strong, Be Kind, Aim High British Values</p>	<p>Systems, rules and classroom routines Lunchtime routines – healthy eating Circle time/friends Be confident to try new activities To show independence, resilience and perseverance R.E syllabus – special stories and objects Zones of Regulation – recognising emotions in others through stories Zones of Regulation – strategies to support getting back into the green zone School Values - Be Brave, Be Proud, Be Strong, Be Kind, Aim High British Values</p>	<p>Systems, rules and classroom routines Lunchtime routines – healthy eating Circle time/friends Be confident to try new activities To show independence, resilience and perseverance RE syllabus – special places Transition into Year 1 SRE (Sex & Relationship Education): Similarities and differences between ourselves and others Changes School Values - Be Brave, Be Proud, Be Strong, Be Kind, Aim High British Values</p>

<p>Expressive arts and design</p>	<p>Exploring and using media and materials Independent creative areas Paint skills – poster paint, finger, etc. Button family Autumn creative activities Basic food technology skills – spreading, cutting etc (making jam sandwiches) Scissors skills Paper craft skills (collage/paper techniques) 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 Dance celebration Basic food technology skills – mixing, pouring etc (making porridge) 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>DT study</p> <ul style="list-style-type: none"> • Claes Oldenburg (sculptor – bottle of notes) • Transporter Bridge (designers/builders) <p>Observational drawing - fruit Colour mixing Scissors skills Easter crafts</p> <p>Being Imaginative Foundation Stage singing Tuned percussion (chime bars) Following a simple beat or rhythm First thing music activities Flight of the Bumblebee (classical music) – listening for volume, pitch and tempo Role play in the areas</p>	<p>Exploring and using media and materials Independent creative areas Paint skills – poster paint, finger, etc. Georges Seurat – pointillism Basic food technology skills – chopping and cutting fruit Minibeasts models – design, make and evaluate Scissors skills</p> <p>Being Imaginative Un-tuned percussion – naming, how to play and matching to different animals Simple compositions using graphic score – following a simple beat or rhythm First thing music activities Carnival of the Animals (classical music) – listening for volume, pitch and tempo Role play in the areas</p>
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