

Reception Curriculum Map - 2019-2020

| <p><u>Reception</u></p> | <p align="center"><u>Autumn 1</u> <u>People Who Help Us</u></p> <p align="center"><i>Baseline (2 weeks)</i> All about me (2weeks) Families (2 weeks) People Who help us: Doctors, Firefighters, Police, Teachers, Vet's (2 weeks)</p> | <p align="center"><u>Autumn 2</u> <u>Celebrations</u> Birthdays Diwali Fireworks night Christmas</p> | <p align="center"><u>Spring 1</u> <u>Traditional Tales</u></p> <p align="center">Little Red Hen 3 Billy Goats Gruff 3 Little Pigs</p> | <p align="center"><u>Spring 2</u> <u>Traditional Tales</u></p> <p align="center">Little Red Riding Hood The ugly duckling Goldilocks and the 3 bears</p> | <p align="center"><u>Summer 1</u> <u>Growing</u></p> <p align="center">The very Hungry Caterpillar Jaspers Beanstalk Oliver's Vegetables</p> | <p align="center"><u>Summer 2</u> <u>Africa</u></p> <p align="center">Handa's Surprise Handa's Hen Giraffes Can't Dance</p> |
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| <p>Literacy</p> <p><i>Talk for Writing</i></p> <p><i>Writing for a purpose</i></p> | <p>Listen to and talk about stories, suggest how it may end. Show an interest in illustrations Giving meaning to marks we make Hear and say initial sounds Linking sounds with letters <i>Writing for a purpose</i></p> <p><i>Focus:</i> Name Writing Drawing and labelling family Labelling my house Labelling people who help us</p> <p>Phase 1/2 Phonics</p> | <p>Talk about the beginning, middle and end of the story Linking sounds to letters Form recognisable letters Hear and say and write initial and final sounds in words <i>Writing for a purpose</i></p> <p><i>Focus:</i> Birthday cards Firework sounds labels Christmas list Sequence and retell the Christmas story</p> <p>Phase 2 Phonics</p> | <p>Rhyme and repetition Join in with repeated refrains from a story Use phonic knowledge to Spell and read simple words Read and write some high frequency words <i>Writing for a purpose</i></p> <p><i>Focus:</i> List of ingredients/recipe Troll character descriptions Speech Bubbles/Comic Strip</p> <p>Phase 2/3 Phonics</p> | <p>Extend vocabulary through retelling Use phonic knowledge to Spell and read simple words and simple captions</p> <p><i>Focus:</i> Character descriptions/wanted posters Sequence and retell the story A sorry letter</p> <p>Phase 3/4 Phonics</p> | <p>Use phonics to Spell and read simple words and sentences Write simple sentences Read and write high frequency words</p> <p><i>Focus:</i> Story Writing Bean Diary Instructions</p> <p>Phase 3/4 Phonics</p> | <p>Use phonics to spell words and write sentences. Use our Phonic knowledge to read and understand texts as well as own work Read and write high frequency words</p> <p><i>Focus:</i> Story writing Fact files</p> <p>Phase 3/4/5 Phonics</p> |
| <p>Communication and Language</p> | <p>Listens and responds to instructions and stories Use talk to connect ideas Use talk in pretending objects are something else</p> <p>Roleplay: Home corner</p> | <p>Use talk in pretending objects are something else Use vocabulary based on experiences Understand how and why questions Understand prepositions</p> <p>Roleplay: Restaurant</p> | <p>Use language to recreate roles Joins in with repeated refrains Respond to simple instructions</p> <p>Roleplay: Farm yard</p> | <p>Use language to recreate roles Maintain attention Understands humour</p> <p>Roleplay: Forest/woodlands</p> | <p>Introduce a storyline Follow a story without props and pictures Respond with relevant comments</p> <p>Roleplay: Fruit and Veg shop</p> | <p>Listen attentively Answer how and why questions confidently Use own narratives and explanations</p> <p>Roleplay: African home</p> |
| <p>Personal, Social and emotional development</p> | <p>Play with others Follow rules awareness of own needs Enjoy carrying out small tasks Select and use resources Independently</p> | <p>Respect cultures Treat people with respect Expect respect from Others Demonstrate friendly behaviour Confident to talk to others about family and community</p> | <p>Confident to speak to others about own needs Follows rules and routines Can share and take turns</p> | <p>Describe self in positive terms Consequences of actions Initiate conversations</p> | <p>Confident to try new activities Talk about own and other behaviours Play cooperatively</p> | <p>Say when they do or do not need help Confident to share their ideas in a group and work as part of a group Show sensitivity to others</p> |

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| Mathematics | Number recognition Counting/quantity Exploring shapes and arrangements Time/Routine | Repeating patterns 2-D shapes and their properties Size Positional language Counting object beyond 10 1 more/ 1 less than a given number | Estimating and recording Ordering by length and height. Weighing Number recognition and ordering Counting all | Counting backwards Addition Take away 3-D shapes Sharing | Addition/Money Subtraction Doubling Halving | Sequencing numbers to 20 1 more and less to 20 Add/subtract Solving Number problems Number patterns |
| Physical Development | Keeping healthy Describe change after being active Use small and large equipment Move with control and coordination Awareness of space Letter Formation | Awareness of space Use small and large equipment Move with confidence and imagination Letter Formation | Travel around, under, over, through Awareness of space Use small and large equipment Letter Formation | Move with confidence and imagination Use small and Large equipment Handle materials with safety and control Letter Formation | Use small and Large equipment Handle materials with safety and control Move with control and coordination Letter Formation | Travel around, under, over, through Use small and Large equipment Awareness of space Letter Formation |
| Understanding of the world | Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life. Use ICT to support learning Scientific enquiry: Senses | Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Knows some of the things that make them unique. Talk about some of the similarities and differences in relation to friends or family. Use ICT to support learning Scientific enquiry: Freezing and melting | Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. Scientific enquiry: Cooking and experimenting. | They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Scientific enquiry: Floating and Sinking | Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. They make observations of animals and plants and explain why some things occur, and talk about changes. Scientific enquiry: Lifecycle of a caterpillar Growing a plant | Talk about some of the similarities and differences in relation to friends or family. Other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Scientific enquiry: observation of mould over time |
| Expressive Arts and Design | Sing a few familiar songs Self-portraits - create simple representations of people | Explore how sounds can be changed Explore colours Taps out repeated simple rhythms | Construct by stacking blocks Joins construction pieces together Realises tools can be used for a purpose | Build a repertoire of songs and dances Explores different sounds of instruments Colour mixing - shades Create different textures | Introduce a storyline into their play with other children Use simple tools and techniques Combine and manipulate materials to achieve a planned effect | Retell the story through role play Explore different sounds of instruments Create a variety of materials and techniques to create pieces of art |
| Visits Events | Police or fireman visit | Diwali wow day/ Nativity play | Bread making | Duck egg delivery | Caterpillars Trip - farm | African drumming workshop |

