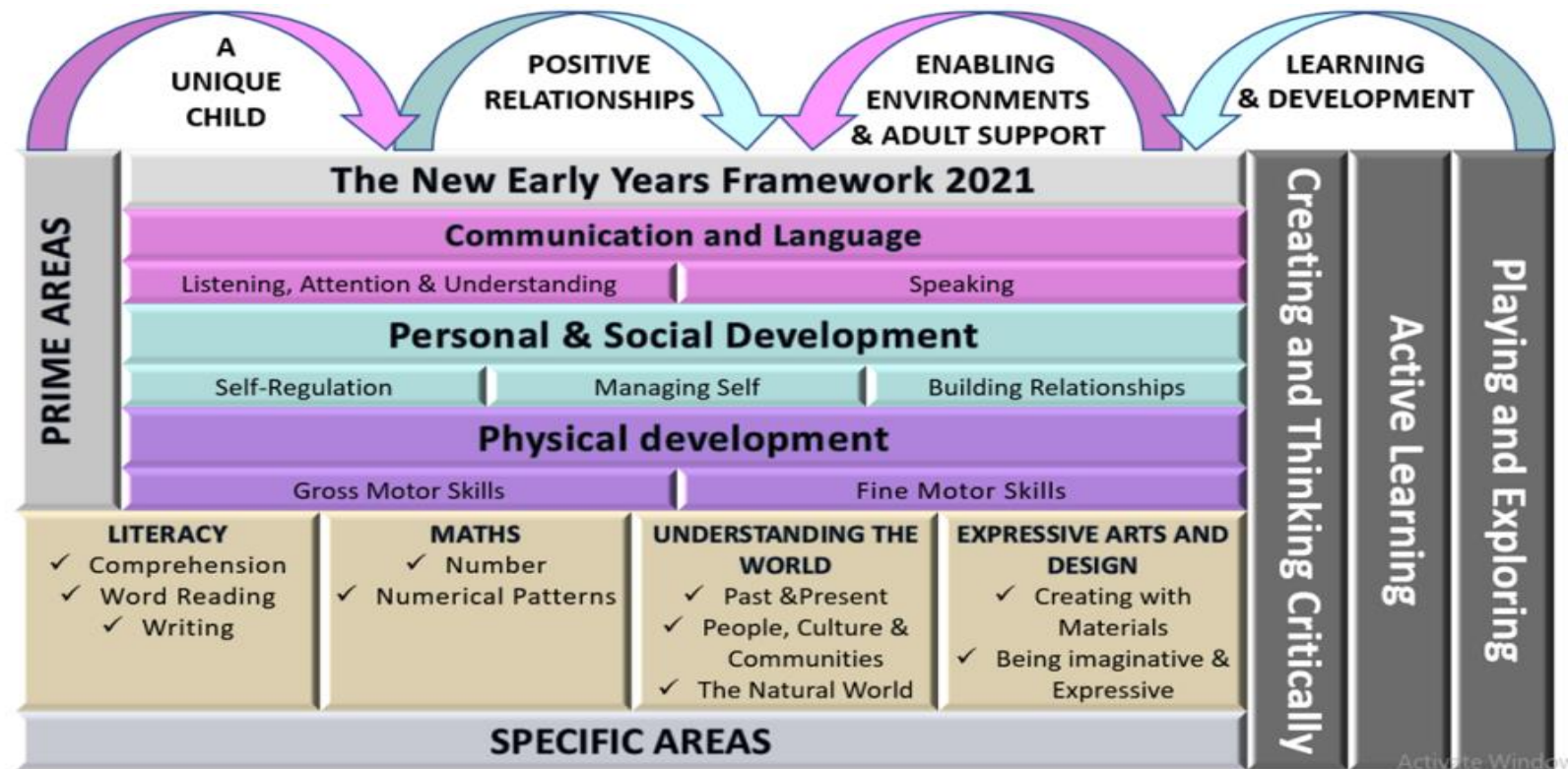




Reception Curriculum Map

RECEPTION LONG TERM PLAN 2022-2023



At Highfield Primary School we work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

Reception Long Term Plan 2021-2022

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|----------------|----------------------------------|-----------|----------|---------------------------------|---------------------------|-------------------------------|
| GENERAL THEMES | Settling in Traditional Tales | Ourselves | Space | Farms (including Noah's Ark) | Lifecycles and growing | Healthy living Mini beasts |



Reception Curriculum Map

| | Autumn (including Harvest) | Festivals – Autumn and Winter | Weather and Winter Chinese New Year | Spring Festivals | | Summer Festivals (including Olympics, Carnivals, World Cup, Tour De Yorkshire) |
|---------------------------------|--|---|--|---|---|---|
| ROLE PLAY THEMES | Goldilocks and the 3 bears cottage / Traditional tales Home corner Seaside | Doctors and baby clinic Christmas / Diwali house Post office counter (Jolly Christmas Postman/Santa's workshop Nativity stable | Space Station Planet Winter house / ski lodge | Noah's Ark Vets Farm Farm Kitchen | Bakers shop Jack's house Garden Centre | Fruit / veg shop Allotment (Oliver's vegetables) Mini beasts |
| ENRICHMENT OPPORTUNITIES | Harvest Festival Autumn walk Baking – Gingerbread people, bread | Shape hunt around school Nativity Pantomime Christmas crafts Christmas party Christmas Sing 'Bathing a baby' | Winter walk around the school grounds Chinese Noodle Kitchen and café Chinese new year craft afternoon | Visit from a vet / RSPCA Farm visit World Book Day celebrations Class assembly – sharing of learning | Eggs and chicks hatching Frog spawn Planting and growing beans Spring walk around the school grounds | Health week Sports day Fruit kebabs Transition visits to Year 1 Trip to Newby Hall Teddy bear's picnic |
| PARENTAL OPPORTUNITIES | Staggered starts Parents evening Phonics for parent's workshop TAPESTRY | 'Stay and play' for parents Nativity TAPESTRY | TAPESTRY | 'Stay and read' for parents – World Book Day Parent's evening TAPESTRY | Reception singing assembly TAPESTRY | Sports day Reports TAPESTRY |

Reception Long Term Plan 2021-2022

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| PSED (Personal, social and emotional development) | Children's PSED is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently . Through supported interaction with other children, they learn how to make good friendships, cooperate and | | | | | |



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| | resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | | | | |
| | Self-Regulation Identify and talk about their feelings using words such as 'happy', 'sad', 'angry' or worried' | Self-Regulation Express their feelings and begin to consider the feelings of others. Begin to think about the perspectives of others. | Self-Regulation Identify and moderate their own feelings socially and emotionally, considering the feelings of others. Begin to talk with others to resolve conflict. | Self-Regulation Identify and moderate their own feelings socially and emotionally, considering the feelings of others. Talk with others to resolve conflict. | Self-Regulation Control own feelings and behaviour Apply personalised strategies to return to a state of calm if needed. Control impulsive behaviours. Concentrate on a task. Ignore distractions. Talk with others to resolve conflict. |
| PSED continued | Managing self Become more outgoing with unfamiliar people and show more confidence in new social situations. | Managing self Become more outgoing with unfamiliar people and show more confidence in new social situations. | Managing self See themselves as a valuable individual who can select and use resources independently to achieve a goal (with help if needed) | Managing self Begin to show resilience and perseverance in the face of challenge. Be independent and confident to try new activities. | Managing self Manage their own personal needs. Show independence, resilience and perseverance in the face of challenge. Follow, understand and explain the rules and behave accordingly. |
| | Select and use activities and resources with growing independence. Learn the rules and routines in Reception. Manage their own personal needs. Help individual children to develop | Select and use activities and resources independently. Increasingly able to follow the rules without adult reminders and understand why they are important. Manage their own personal needs. | Follow, understand and explain the rules, adapting their behaviour accordingly. Manage their own personal needs. Help individual children to develop good personal | Manage their own personal needs. Help individual children to develop good personal hygiene, including oral health and to understand what their bodies need and when i.e. toilet, food, water, | |



Reception Curriculum Map

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| | <p>good personal hygiene, including oral health and to understand what their bodies need and when i.e. toilet, food, water, warmth, shade, rest.</p> <p>Be able to put on / take off a jumper / coat. Be able to fasten a coat.</p> | <p>Help individual children to develop good personal hygiene, including oral health and to understand what their bodies need and when i.e. toilet, food, water, warmth, shade, rest.</p> <p>Be able to put on / take off a jumper / coat. Be able to fasten a coat.</p> | <p>hygiene, including oral health and to understand what their bodies need and when i.e. toilet, food, water, warmth, shade, rest.</p> <p>Able to put on / take off a jumper / coat. Able to fasten a coat.</p> | <p>warmth, shade, rest.</p> | |
| PSED continued | <p>Building relationships Make new friends and learn children's / adult's names.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Build relationships with the adults in Reception, being able to ask for needs to be met / support where necessary. Learn</p> | <p>Building relationships Continue to form and explore new friendships.</p> <p>Play cooperatively with a small group of children, extending and elaborating play ideas.</p> <p>Continue to build relationships with adults.</p> | <p>Building relationships Play cooperatively with groups of children, extending and elaborating play ideas, taking turns and sharing resources fairly.</p> <p>Help to find solutions to conflicts and rivalries.</p> | <p>Building relationships Builds constructive and respectful relationships.</p> <p>Finds solutions to conflicts and rivalries independently (sometimes with adult support)</p> | <p>Building relationships Builds constructive and respectful relationships.</p> <p>Finds solutions to conflicts and rivalries independently</p> |



Reception Curriculum Map

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| | adult's roles in school. Take turns with support. | Take turns fairly (sometimes with support) Begin to understand how others may feel and consider these feelings whilst playing. | | | | |
| PSED - curriculum | Being Me Know that they have a right to learn and play, safely and happily. Learn the rules and routines that we have in school and begin to understand why we have them. Learn the school motto 'ready, respectful, safe' and understand it's meaning. Learn and use appropriately the phrase 'Stop, I don't like that.' | Emotions Recognise, understand, express different feelings and emotions. Understand that other people may have different emotions and that they don't have to be the 'same' as their friend. Understand different ways to deal with situations and emotions when friends disagree. | Special people Identify why they are special and what makes them unique. Identify special people in their lives and identifying why they are special. | Good Friends Identify what makes a good friend and how to be a good friend Find ways of dealing with conflict. Know some of the characteristics of healthy and safe friendships. Know that friends will sometimes fall out. Know some ways to mend a friendship. Know that unkind words can never be taken back and they can hurt. | Keeping safe Know how to keep safe in the home and outside of the home –including medicines etc. Know how to keep themselves safe from strangers and how to say no. Know how to cross the road safely and be aware of traffic. Know what to do if they get lost. Know how to keep themselves safe online Know who can help us to keep safe | Keeping Healthy Know some things they do to keep healthy, including oral hygiene – food, drink, sleep, screen time, personal hygiene, exercise etc. Know some of the people who can help us if something has gone wrong and we aren't healthy. Transition into Year One |
| Communication and language | The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and | | | | | |



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poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

Reception's focus will be Communication and Language, to enable all children to have as many high-quality interactions as possible throughout the year through daily group discussions (class / group / 1:1), PSHE time, stories, singing, music, speech and language intervention, interventions, assemblies, Nativity production

| Listening, attention and understanding Making friends and learning names. | Listening, attention and understanding Making friends and learning names. | Listening, attention and understanding Learn rhymes, poems and songs. | Listening, attention and understanding Learn rhymes, poems and songs. | Listening, attention and understanding Learn rhymes, poems and songs. | Listening, attention and understanding Learn rhymes, poems and songs. |
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| Learn rhymes, poems and songs. | Learn rhymes, poems and songs. | Promote and develop everyday vocabulary and vocab linked to topic – space, seasons, winter, Chinese new year | Promote and develop everyday vocabulary and vocab linked to topic – Spring festivals, Farms – animals, buildings, vehicles. | Promote and develop everyday vocabulary and vocab linked to topic – Lifecycles and Environmental changes | Promote and develop everyday vocabulary and vocab linked to topic – Keeping Healthy, Shopping and Minibeasts |
| Rhyming and alliteration activities. | Begin to understand how to listen carefully and why listening is important. | Use language to promote past and present tenses. | Use time connectives to develop the correct tenses and past and present events. | Through topic work listen to and talk about selected fiction / nonfiction books to develop a deep familiarity with new knowledge and vocabulary, being able to recall information in great detail. | Through topic work listen to and talk about selected fiction / nonfiction books to develop a deep familiarity with new knowledge and vocabulary |
| Begin to understand how to listen carefully and why listening is important. | Promote and develop everyday vocabulary and vocab linked to topic – festivals, senses, body parts, changes in themselves from a baby to now | Learn the importance of listening to others when they speak. | Continue to develop retrieval questions through stories – who, what, why, when where and encourage the children to ask these questions too. | | |
| Promote and develop everyday vocabulary and vocab linked to topic – story language / vocab from traditional tales, family members, Autumn, environmental changes. | Listen carefully to carefully chosen stories and re-enacting using props and appropriate vocab. | Start to develop retrieval questions through stories – who, what, why, when where? | | Reread some favourite stories / stories we have used in our learning to revisit | |
| Listen carefully to stories and re-enact traditional tales using props. | Understand and follow instruction | | | | |



Reception Curriculum Map

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| | Understand and follow an instruction that has 2 or more parts within classroom routines and baking activities. | that has 2 or more parts within classroom routines. | | | and consolidate vocabulary. | |
| | <p>Speaking Develop social phrases such as 'Good morning, how are you?'</p> <p>Settling in activities</p> <p>Learn new vocabulary and use it throughout the day in different contexts.</p> <p>Children talk about experiences / what they like / family members / important people in their lives.</p> | <p>Speaking Develop social phrases such as 'Good morning, how are you?'</p> <p>Settling in activities</p> <p>Learn new vocabulary, and topic vocabulary, and use it throughout the day in different contexts.</p> <p>Take part in discussions with growing confidence.</p> | <p>Speaking Continue to develop social phrases such as 'Good morning, how are you?'</p> <p>Learn new vocabulary, including topic vocabulary, and use it throughout the day in different contexts, especially in imaginary play situations</p> <p>Model / encourage the use of conjunctions when sharing news / answering questions to extend answers and add more detail.</p> | <p>Speaking Learn new vocabulary, including topic vocabulary, and use it throughout the day in different contexts, especially in play situations</p> <p>Encourage the use of conjunctions when sharing news / answering questions to extend answers and add more detail</p> <p>Children to use past / presents / future tenses appropriately when speaking.</p> <p>Respond appropriately to engage in conversations with adults and peers.</p> | <p>Speaking Learn new vocabulary, including topic vocabulary, and use it throughout the day in different contexts</p> <p>Use Tapestry as a tool to allow the children to explain about home events encouraging detail, connectives, appropriate use of tenses.</p> | <p>Speaking Learn new vocabulary, including topic vocabulary, and use it throughout the day in different contexts</p> <p>Talk about past events looking back at our time in Reception class as part of transition.</p> |
| Physical development | Physical activity is vital in children's all-round development , enabling them to pursue a happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the developments of children's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision | | | | | |



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| | <p>helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allows children to develop proficiency, control and confidence.</p> | | | | |
| Daily opportunities for Fine Motor Development | Fine motor Threading, cutting, weaving, playdough, Fine Motor activities. | Fine motor Threading, cutting, weaving, playdough, Fine Motor activities. | Fine motor Threading, cutting, weaving, playdough, Fine Motor activities. | Fine motor Threading, cutting, weaving, playdough, Fine Motor activities. | Fine motor Threading small objects, cutting, weaving, playdough, Fine Motor activities. |
| | Manipulate objects with good fine motor skills. | Develop muscle tone to put pencil pressure on paper. | Continue to develop appropriate pencil grip. | Hold pencil effectively with a comfortable grip. | Hold a pencil effectively – using the tripod grip in almost all cases. |
| | Show / begin to show a preference for dominant hand | Show preference for dominant hand. | Begin to form numbers and letters correctly. | Continue to practise letter and number formations | Form letters correctly |
| | Draw lines and circles using gross motor movements. | Being to develop appropriate pencil grip. | Handle tools, objects, construction and malleable materials with increasing control. | Use one hand consistently for motor tasks | When drawing, copy a square, begin to draw diagonal lines, colour inside the lines of a picture. |
| | Hold pencil / paint brush beyond a whole hand grasp. | Teach and model correct letter formations. | | Cut along a straight line. | Draw pictures that are recognisable and have more detail. |
| | Being to develop appropriate pencil grip. | Use tools to effect changes to materials – scissors, playdough tools | Cut with scissors – make snips / cut straight | Begin to build things with smaller linking blocks such as little lego, linking chains, mobilo etc. | Use scissors to cut along a straight line with full control and begin to cut along a curved line (like a circle) |
| | Learn how to manipulate fastenings on clothing | Encourage children to draw freely, modelling shape and adding detail. | Manipulate fastenings on clothing – zips, buttons | | Fully dress and undress themselves |
| | Encourage children to mark make for a | Learn how to manipulate | Pictures begin to take on appropriate shape and detail – with | | Build things with smaller linking blocks such as lego, linking chains, mobile etc. |
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Reception Curriculum Map

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| | <p>purpose – pictures and writing</p> <p>Use split pins to fasten paper together to make a Little red hen / Gingerbread man</p> | <p>fastenings on clothing</p> <p>Diwali – clay pots</p> <p>Christmas calendar – sewing using binca</p> <p>Christmas decorations – paper chains</p> <p>Christmas gift tag – cut and hole punch</p> <p>Christmas reindeer</p> <p>Christmas cracker</p> | <p>modelling if needed</p> <p>Scissor skills – cutting a paper snowflake</p> | | | |
| <p>Daily opportunities for Gross Motor Development</p> | <p>Gross motor</p> <p>Cooperation games ie parachute games, circle games.</p> <p>Exploring the outdoor equipment.</p> <p>Exploring different ways of moving / travelling / negotiating space</p> | <p>Gross motor</p> <p>A range of wheeled resources for children to balance on / pull and push.</p> <p>Two-wheeled balance bikes / scooters / pedal bikes without stabilisers / chariot bike / wheelbarrow / prams</p> | <p>Gross motor</p> <p>Ball skills – aiming, dribbling, pushing, throwing, catching, patting or kicking. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.</p> | <p>Gross motor</p> <p>Balance – children moving with confidence.</p> <p>Provide opportunities for children to spin, rock, tilt, slide, fall and bounce.</p> <p>Continue to develop awareness of space.</p> | <p>Gross motor</p> <p>Obstacle activities – children moving under, over, through and around equipment.</p> <p>Allow less competent and confident children to spend time initially observing without feeling pressured to join in.</p> | <p>Gross motor</p> <p>Races / team games involving gross motor movements and dance related activities.</p> <p>Allow less competent and confident children to spend time initially observing without feeling pressured to join in.</p> |



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| | <p>Building obstacle courses.</p> <p>Balancing on stilts</p> <p>Start to develop skills needed to manage a school day – lining up, mealtimes using fork and spoon appropriately, personal hygiene.</p> | <p>Continue to develop awareness of space.</p> <p>Continue to develop skills needed to manage a school day – lining up, mealtimes using fork and spoon appropriately, personal hygiene.</p> | <p>Large construction – climbing, including crates</p> <p>Continue to develop awareness of space.</p> <p>Continue to develop skills needed to manage a school day – lining up, mealtimes using fork and spoon appropriately, learning how to cut food with a knife and fork, personal hygiene.</p> | <p>Continue to develop skills needed to manage a school day – lining up, mealtimes using knife, fork and spoon appropriately, personal hygiene.</p> | <p>Encourage children to be highly active and get out of breath several times every day.</p> <p>Provide opportunities for children to rock, tilt, spin, slide, fall and bounce.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> | <p>Encourage children to be highly active and get out of breath several times every day.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Use stories, books and other resources to know about different factors which support their overall health and well-being; regular physical activity, healthy eating, dental hygiene, screen time, good sleep routine.</p> |
| PE | <p>This session covers skills in each half term such as, Fundamentals, Dance, Gymnastics, Ball skills and Team games.</p> <p>We will develop their overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions, to improve their core muscle strength, to help achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Children will safely use a range of large and small equipment indoors and outdoors, alone and in a group.</p> <p>Children will further develop and refine a range of ball skills, including kicking, rolling, throwing, catching, patting and aiming, developing confidence, precision and accuracy when engaging in activities that involve a ball.</p> <p>All PE sessions are to be fun and engaging, letting children develop a love of sport and physical exercise to promote a positive attitude to living a healthy life style.</p> | | | | | |



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| | <p>Introduction to PE</p> <p>Let's Move – Dance</p> <p>Autumn</p> | <p>Let's Move – Dance</p> <p>Autumn, bonfire night, Divali</p> <p>Fundamental movements – different ways of travelling around the hall</p> | <p>Gymnastics – mats, benches, equipment – travelling on them</p> <p>Dance – Weather and winter, Chinese New Year</p> <p>Cosmic Yoga - Space</p> | <p>Gymnastics – rolling and body shapes – log rolls and forward rolls</p> <p>Dance / movement – story stimulus – Noah's Ark, 3 Billy Goats Gruff</p> | <p>Ball skills – throwing, catching, rolling, kicking, aiming, partner work, control, hockey</p> | <p>Teams games</p> <p>Races</p> <p>Skipping</p> |
| Literacy | <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> | | | | | |
| <p>Children will practise word reading during phonic lessons, in independent learning in provision, when reading their reading books and practising their HFW.</p> <p>Phonics Scheme: Floppy's Phonics</p> <p>Ensure reading books are consistent with the phonic knowledge throughout the year.</p> | <p>Word Reading</p> <p>Phonic sounds and names: s a t p i n m d</p> <p>Listening and attention skills. Rhyming Alliteration Identifying initial sounds. Oral blending of VC and CVC words Oral segmenting of VC and CVC words Reciting known stories.</p> | <p>Word Reading</p> <p>Phonic sounds and names: c a g o c k c k r e u h b f f l l l e s s</p> <p>Tricky words: I the to no go</p> <p>Introduce ORT characters Identifying initial sounds. Oral blending and segmenting of VC and CVC words Show children how to touch each sound with their finger as they say it</p> | <p>Word Reading</p> <p>Phonic sounds and names: j v w x z z z q qu sh ch th ng ai ee dge ve ai wh tch</p> <p>Tricky words: he me she we be have when</p> <p>Spelling of tricky words: I the to no go</p> <p>Blending and segmenting CVC words – using sound buttons and 'finger phonics'</p> | <p>Word Reading</p> <p>Phonic sounds: cks igh oa oo/oo ar or ur ow oi</p> <p>Tricky words: you was they her all are my have</p> <p>Spelling of tricky words: he me she we be</p> <p>Blending and segmenting CVC words – using sound buttons and 'finger phonics' Practise reading CVC (including</p> | <p>Word Reading</p> <p>Phonic sounds: er ear air -ue ure</p> <p>Tricky words: little said like some come one there were what out</p> <p>Spelling of tricky words: they her all are my, you was</p> <p>Children to become familiar with a wider range of digraphs and trigraphs, spotting and applying them to words.</p> | <p>Word Reading</p> <p>Tricky words: So do</p> <p>Spelling of tricky words: little, said, like, some, come one, there, were, when, what, out, so, do</p> <p>Practise reading / recording CVC, CCVC, CVCC words in isolation and in sentences. Sound and blend phonetically plausible words – possibly in their</p> |



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| | | <p>speedily to make blending easier. (Sound buttons – dots and dashes to highlight sounds in words)</p> <p>Show children how to use ‘Phonic fingers’ to count out how many phonemes they can hear in words. Help children remember that print is read from left to right. Show children how to track with their finger when reading from left to right. Provide opportunities for children to practise blending / segmenting words with taught sounds in.</p> | <p>Practise reading CVC (including digraphs) words in sentences</p> <p>Practise recording CVC (including digraphs) words – in isolation or in sentences</p> <p>Spotting graphemes and digraphs in words. Know that print is read from left to right</p> <p>Tracking with finger</p> | <p>digraphs) words in sentences</p> <p>Practise recording CVC (including digraphs) words – in isolation or in sentences</p> <p>Spotting graphemes and digraphs in words. Know that print is read from left to right</p> <p>Tracking with finger</p> <p>Listen to children read some long words made up of sound correspondences they know – rabbit, laptop, jumping, himself</p> | <p>Read simple sentences with developing confidence. Understand what they are reading.</p> <p>Begin to identify punctuation when reading – full stops, capital letters, question marks, exclamation marks, speech marks.</p> <p>Begin to be aware of the features of non-fiction books – index, glossary</p> | <p>head to build fluency. Read HWF from sight. Read simple sentences with developing confidence, consistent with their phonic knowledge. Understand what they are reading. Begin to use expression when reading.</p> <p>Begin to identify punctuation when reading – full stops, capital letters, question marks, exclamation marks, speech marks.</p> <p>Begin to be aware of the features of non-fiction books – index, glossary</p> |
| | <p>Key Texts</p> <p>Traditional tales – Little red hen, Gingerbread man, Goldilocks and the 3 bears, Cinderella</p> | <p>Key Texts</p> <p>Non fiction books - I can touch, I can hear, Eyes, Hair</p> <p>The Christmas story and festival stories</p> | <p>Key Texts</p> <p>Whatever the weather</p> <p>Seasons</p> <p>1,2,3 off to the sea</p> <p>Man on the Moon</p> | <p>Key Texts</p> <p>Noah’s Ark</p> <p>Pig gets stuck</p> <p>Rosie’s walk</p> <p>3 Billy Goats Gruff</p> <p>Toot toot</p> | <p>Key Texts</p> <p>Jack and the Beanstalk</p> <p>Amazing Eggs</p> <p>Lifecycle of a chicken – non fiction</p> | <p>Key Texts</p> <p>Handa’s surprise</p> <p>Oliver’s vegetables</p> <p>The shopping basket</p> <p>Minibeast – nonfiction book</p> |



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| | Family books – My dad, My mum, My grandparents The runaway Chapati Tattybogle After the storm | Letter to Father Christmas Jolly Christmas Postman | Space non-fiction books | | Timothy Toad The very hungry caterpillar | What the Ladybird heard Minibeast poetry Dear Teacher |
| | <p>Comprehension Join in with rhymes and songs.</p> <p>Show an interest and join in with stories with repeated refrains (Gingerbread man, Little Red Hen)</p> <p>Become aware of print in the environment and be inquisitive as to what it says.</p> <p>Engage in conversations about stories, learning new vocabulary.</p> <p>Retell traditional tales (LRH, Gbread mand) or stories (Tattybogle) using role-play, pictures and resources, sequencing and</p> | <p>Comprehension Understand the 5 key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and top to bottom -the names of the different parts of a book</p> <p>Retell stories (Jolly Christmas Postman) or stories related to (Nativity) through acting / role play using new vocabulary learnt and sequencing events correctly.</p> <p>Engage in conversations about new stories, using learnt vocabulary.</p> | <p>Comprehension Enjoy an increasing range of books including fiction, poetry and non-fiction.</p> <p>Begin to understand that non-fiction is a non-story and that it gives information instead.</p> <p>Identify features of non-fiction books.</p> <p>Retell stories related to events (Chinese New Year) through role play or pictures.</p> <p>Begin to use vocabulary and forms of speech that are increasingly influenced by their</p> | <p>Comprehension World book day – Re-read books to build up their confidence in word reading, their fluency, and their enjoyment.</p> <p>Enjoy an increasing range of books.</p> <p>Retell stories through role play, pictures and resources (Noah's Ark, 3 Billy Goats Gruff), sequencing the stories correctly and using language appropriately.</p> <p>Children to record stories through pictures / writing (Noah's Ark) Children to record story maps (Rosie's</p> | <p>Comprehension Understand that non-fiction is a non-story and that it gives information instead.</p> <p>Identify features of non-fiction books.</p> <p>Retell traditional tales (Jack and the Beanstalk) through drama, writing and pictures, sequencing the story correctly and using the appropriate language.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> | <p>Comprehension Listen to stories, making predictions, accurately anticipating key events and responding to what they hear with relevant questions and reactions, using recently introduced vocabulary in their responses.</p> <p>Understand that non-fiction is a non-story and that it gives information instead.</p> <p>Identify features of non-fiction books.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their</p> |

Reception Curriculum Map

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| | <p>using language appropriately.</p> <p>Children to record stories through pictures / mark making (LRH, G'bread Man, Tattybogle)</p> | <p>Children to record stories through pictures / mark making (Nativity)</p> | <p>experience of books.</p> <p>Begin to develop own narratives and explanations by connecting ideas or events.</p> | <p>Walk, Billy Goat's Gruff)</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>Develop own narratives and explanations by connecting ideas or events.</p> | <p>Develop own narratives and explanations by connecting ideas or events.</p> | <p>experience of books.</p> <p>Develop own narratives and explanations by connecting ideas or events.</p> |
| | <p>Writing</p> <p>Show / explore dominant hand when holding a pencil.</p> <p>Develop pencil grip beyond full fist.</p> <p>Name writing – letter ordering, tracing over, copying under, writing independently</p> <p>Mark making opportunities</p> <p>Phonics teaching</p> | <p>Writing</p> <p>Use dominant hand consistently when holding a pencil.</p> <p>Continue to develop effective pencil grip</p> <p>Name writing – tracing over, copying under, writing independently</p> <p>Record initial sounds.</p> <p>Record dominant sounds.</p> | <p>Writing</p> <p>Continue to develop effective pencil grip</p> <p>Name writing – copying under, writing independently</p> <p>Writing words and sentences with adult support.</p> <p>Sound out using 'finger phonics' and record the sounds they can hear, using phonic sounds learnt so far.</p> | <p>Writing</p> <p>Hold pencil effectively with a comfortable grip</p> <p>Name writing – copying under, writing independently, including surname</p> <p>Writing words independently and sentences with some adult support.</p> <p>Sound out using 'finger phonics' and record the sounds they can hear,</p> | <p>Writing</p> <p>Hold a pencil effectively – using the tripod grip in almost all cases.</p> <p>Name writing – including surname</p> <p>Writing words and simple sentences with adult support decreasing.</p> <p>Sound out using 'finger phonics' and hear even more sounds ie CCVC or CVCC words.</p> | <p>Writing</p> <p>Hold a pencil effectively – using the tripod grip in almost all cases.</p> <p>Write words and simple sentences based upon phonic knowledge.</p> <p>Sound out using 'finger phonics' and hear most sounds within words.</p> <p>Reread own writing to help order words.</p> |

Reception Curriculum Map

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| | Oral segmenting of words | <p>Begin to develop an awareness of leaving a gap between words when writing</p> <p>Teach and model how to form letters correctly.</p> <p>Handwriting – c a d g o</p> <p>Phonics teaching – using sounds learnt Show children how to use ‘Phonic fingers’ to count out how many phonemes they can hear in words, match these with letter cards</p> | <p>Leave finger spaces with some support</p> <p>Begin to develop awareness of punctuation – full stops and capital letters</p> <p>Begin to record tricky words learnt so far correctly in work.</p> <p>Begin to form letters correctly.</p> <p>Handwriting – r n h m p i l</p> <p>Phonics teaching – using sound learnt Segmenting CVC words – using ‘finger phonics’</p> <p>Practise recording CVC (including digraphs) words – in isolation or in sentences</p> <p>Use dots / dashes to help structure words with phoneme frames</p> | <p>using phonic sounds learnt so far.</p> <p>Leave finger spaces in-between words.</p> <p>Begins to use a capital letter with support.</p> <p>Introduce ?</p> <p>Record tricky words learnt so far correctly in work.</p> <p>Develop independence and confidence when writing.</p> <p>Continue to practise forming letters correctly</p> <p>Start to talk about capital letters and full stops in writing.</p> <p>Handwriting – t u j y b</p> <p>Phonics teaching – using sound learnt Segmenting CVC words – using ‘finger phonics’</p> | <p>Leave finger spaces and begin to use some punctuation correctly – full stops / capital letters.</p> <p>Record tricky words learnt so far correctly in work.</p> <p>Develop independence when writing by rereading own writing, sometimes with support</p> <p>Form most letters correctly.</p> <p>Handwriting – e f k q s v</p> <p>Phonics teaching – using sound learnt Practise recording CVC, CCVC, CVCC words in isolation and in sentences.</p> <p>Children to become familiar with a wider range of digraphs and trigraphs, spotting</p> | <p>Record tricky words learnt so far correctly in work.</p> <p>Leave finger spaces between words and using some punctuation correctly– full stops and capital letters.</p> <p>Form most letters correctly.</p> <p>Handwriting – w x y z and consolidation and re practise of letters needed</p> <p>Phonic teaching – using all sounds learnt Record sentences independently applying the phonic sounds taught.</p> <p>Sound out carefully using ‘finger phonics’ and record most sounds in words</p> <p>Leave finger spaces between words</p> |
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Reception Curriculum Map

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| | | | Spell tricky words correctly - see Word Reading | Practise recording CVC (including digraphs) words – in isolation or in short sentences | and applying them to words. Spell tricky words correctly – see Word reading | Spell tricky words correctly in writing. |
| | Writing opportunities Recounts of stories – Gingerbread man, Little red hen, After the storm, Tattybogle | Writing opportunities Description of natural changes – Autumnal Writing cards for Winter festivals Letter to Santa Nativity story | Writing opportunities <i>Space</i> Lists, letter, recount, description of own alien <i>Weather and winter</i> Description, recount | Writing opportunities <i>Farms and Noah's Ark</i> Recounts – sequencing real events and from a story, lists, descriptions, clues, cards Writing for a purpose in provision | Writing opportunities <i>Lifecycles and growing</i> Recount of story List Sequential writing of lifecycles Writing for a purpose in provision | Writing opportunities <i>Healthy living</i> Lists Descriptive writing Clue writing <i>Minibeasts</i> Lists Classification Recount of visit Writing for a purpose in provision |
| MATHEMATICS | Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , 'have a go' , talk to adults and peers about what they notice and not be afraid to make mistakes. | | | | | |
| | Number and Numerical patterns Counting – rote counting, 1:1 touch counting, knowing | Number and Numerical patterns Link numerals and amounts | Number and Numerical patterns Introduce 0 and its value | Number and Numerical patterns For each number 9 and 10: | Number and Numerical patterns Recall of number bonds to 5 and 10 | Number and Numerical patterns Build numbers beyond 10 (teen numbers) |



Reception Curriculum Map

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| | <p>the last number said is the total (cardinal principle)</p> <p>Count objects, actions and sounds.</p> <p>Recite numbers beyond 5 to 10.</p> <p>Identify representations of 1,2 and 3</p> <p>Subitise and make own collections of 1,2 and 3</p> | <p>For each number 1-5: Recognise, form, count with 1:1 correspondence, o'clock, amount with coins, link to 2d shape, numicon piec, make using 2 numicon pieces, number pairs.</p> <p>Composition of 1,2,3, 4,5 – using a 5 frame 1 more / 1 less</p> <p>Develop subitising and 'finger numbers' to 5.</p> | <p>Understand the composition of 5- number bonds.</p> <p>For each number 6-8: Recognise, form, count with 1:1 correspondence, o'clock, amount with coins, link to 2d shape, numicon piec, make using 2 numicon pieces, number pairs.</p> <p>Composition of 6,7,8 – using a ten frame 1 more / 1 less</p> <p>Develop subitising and 'finger numbers' to 10.</p> <p>Learn the vocabulary related to the part-part-whole model and how it can be used when solving addition</p> <p>Become familiar with the symbols = and + when combining two</p> | <p>Recognise, form, count with 1:1 correspondence, o'clock, amount with coins, link to 2d shape, numicon piec, make using 2 numicon pieces, number pairs.</p> <p>Composition of 9 and 10 – using a ten frame 1 more / 1 less</p> <p>Build confidence with recall of number bonds to 10</p> | <p>Add using the part-part-whole method.</p> <p>Subtract physically taking away amounts</p> <p>Count back from any number up to 10</p> | <p>Counting patterns beyond 10 (teen numbers)</p> <p>Consolidating key skills – subitising and part-part-whole for addition / subtraction</p> <p>Learn that to double a number you add the same amount.</p> <p>Develop awareness of doubles of numbers to 10.</p> <p>Odd / Even numbers</p> <p>Share objects into equal groups</p> |
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| | | | numbers to find out how many altogether. | | | |
| | <p>Shape, space and measure</p> <p>Match and sort objects</p> <p>Develop an awareness of measuring quantities when baking bread and gingerbread</p> <p>Compare objects and order by size – developing language little, big, biggest, in-between.</p> <p>Create repeating patterns with autumn resources – 1:1, 1:1:1</p> | <p>Shape, space and measure</p> <p>Produce sorting circles for hair colour / eye colour- discuss what they show</p> <p>Recognise and name properties of 2d shapes – using appropriate language – sides, corners, straight, flat, round – circle, triangle, square and rectangle, semicircle.</p> <p>Repeating patterns for paper chains – 1:1, 1:1:1, 1:2, 1:2:1</p> | <p>Shape, space and measure</p> <p>Develop appropriate vocabulary and understanding of capacity – order containers by volume.</p> <p>Develop awareness of ordinal numbers related to Chinese new year</p> | <p>Shape, space and measure</p> <p>Develop appropriate vocabulary and understanding of mass – using a balance, heavy, light, lighter, heavier</p> <p>Develop appropriate vocabulary and understanding of positional language – on, under, next to, beside, above, on top of etc.</p> <p>Recognise and name properties of 3d shapes, making models and using</p> | <p>Shape, space and measure</p> <p>Develop appropriate vocabulary and understanding of length and height – using comparative language, non standard measures. Order beanstalks.</p> <p>Spatial reasoning</p> | <p>Shape, space and measure</p> <p>Create symmetrical patterns linked to minibeasts and butterflies.</p> <p>Create repeating patterns with fruit kebabs. Learn vocabulary associated with time – days of the week, yesterday, tomorrow, before, next, after</p> <p>Learn how to estimate numerical amounts</p> |



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| | | | | appropriate vocabulary. Take photos of 3d shapes found. | | |
| UNDERSTANDING OF THE WORLD | <p>The world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p>At Highfield Primary throughout the year in Reception, we will be looking closely at similarities, differences, patterns and change. Through observing and going on walks around the school grounds, to watching how the seasons are changing, seeing how this alters the landscape around us. We will also be caring for and maintain our class garden as well as planting seasonable bulbs / seeds, such as daffodils, tulips, snowdrops (in Autumn) and beans (in Spring). This will allow the children time to explore the world around them and to understand where food comes from and the time process of past and present. We also have eggs/chicks and frogspawn in the classroom to observe life cycles.</p> | | | | | |
| | <p>Past and Present</p> <p>Begin to make sense of their own life story and family history.</p> <p>Begin to learn about the roles of different adults in school – caretaker, cooks, lunchtime support, head teacher, teachers, after school carers.</p> | <p>Past and Present</p> <p>Learn about Guy Fawkes through story and how this links to celebrating Bonfire night.</p> <p>Learn about wars in the past through discussions about Remembrance day.</p> <p>Discuss ways in which Diwali / Hanukah / Advent / Christmas have been celebrated in children's previous years. Are there</p> | <p>Past and Present</p> <p>Introduce the children to significant figures who have been to space and encourage children to begin to understand that these events were before they were born.</p> <p>Learn about Tim Peake and what he did in space. Learn about the role of an astronaut.</p> | <p>Past and Present</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Learn about farming in the past – machines used, techniques used and compare it to farming now. Trip to Temple Newsam Farm to see old farm machinery.</p> | <p>Past and Present</p> <p>Learn about people who help us – (including stranger danger) police, lollypop person</p> <p>Lifecycles of a chicken, toad and butterfly, using the internet to support learning – identify changes from past to present.</p> | <p>Past and Present</p> <p>Learn about people who help us – doctors, nurses, ambulance driver, dentist, optician and their roles.</p> <p>Use photographs and stories to explore shops in the past – identify similarities and differences between now and then.</p> <p>Discuss how they have changed from</p> |
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| | | <p>any family traditions? Look at photographs of Christmas in the past and discuss similarities and differences.</p> <p>Growing and changing and how to look after yourself – changes from being a baby to now 4 /5 – what did you do as a baby? What can you do now? How have you changed?</p> | Compare and contrast characters from stories, including figures from the past. | Learn about the roles of farmers and vets and the jobs they have to do. | | entering school to the end of the year – what can they do now that they couldn't do before. |
| | <p>People, Culture and Communities Learn about their new school environment – learn how to navigate round the different areas.</p> <p>Identifying family members and being able to comment on photos of their family, naming who they can see and their relation to</p> | <p>People, Culture and Communities Learn about Bonfire night including why and how it is celebrated.</p> <p>Learn about Remembrance day including why and how it is celebrated.</p> <p>Learn about the festivals of Diwali, Hanukah, Advent and Christmas –</p> | <p>People, Culture and Communities Learn about Chinese New Year including why and how it is celebrated. Retell the story using masks. Locate China on the world map.</p> <p>Learn about weather around the world and realise that other countries weather</p> | <p>People, Culture and Communities Learn about the festivals of Holi, Shrove Tuesday, Lent, Palm Sunday, Easter, Pesach and Ramadan – which faith celebrates them, how they are celebrated and why they are celebrated. Discuss the religious buildings each faith uses. Use the Christian Story of Noah's Ark</p> | <p>People, Culture and Communities Learn about the festivals of Eid– which faith celebrates it, how it is celebrated and why it is celebrated. Discuss the Mosque as an important religious building.</p> | <p>People, Culture and Communities Use Handa's Surprise and non-fiction texts that offer an insight into life in Africa to make comparisons and explore a different country – focus on weather, culture, clothing and housing.</p> <p>Compare Africa / England using Google Earth – size</p> |



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| | <p>them (linked to Tapestry). Talk about what they like to do with their family and places they have been. Talk about family heritage – locate on a world map / globe (green=land, blue=sea) Draw similarities and make comparisons between families. Read fictional stories about families and start to learn the difference between real and fictional.</p> <p>Learn about the festival of Harvest - Christian faith and worship in church. Look at Harvest around the world – compare and contrast.</p> | <p>which faith celebrates them, how they are celebrated and why they are celebrated. Discuss the religious buildings each faith uses.</p> <p>Learn how Advent / Christmas is celebrated around the world and different traditions. Locate these countries on a world map.</p> <p>Use the Jolly Christmas Postman to introduce the concept of mapping – why they are so important for getting around.</p> | <p>systems are different to the UK. Use a map / globe to refer to countries.</p> | <p>as a stimulus and introduction to animals / farms.</p> <p>Use the story of Rosie’s Walk to develop mapping skills. Children to draw their own maps following a visit to the farm.</p> <p>Using images and videos learn about farming in other countries, identifying similarities and differences between there and the UK.</p> | | <p>of country, land use etc.</p> <p>Learn about the Leeds Carnival – how and why it is celebrated.</p> |
| | <p>The Natural World Observe and describe physical changes in ingredients whilst</p> | <p>The Natural World Ourselves - Body and facial features- name and locate body / facial</p> | <p>The Natural World <i>Weather and Winter</i> Winter– learn about the seasonal</p> | <p>The Natural World <i>Noah’s Ark</i> Learn about floating and sinking. Make own</p> | <p>The Natural World <i>Jack and the beanstalk</i> Learn about the growth of plants</p> | <p>The Natural World <i>Healthy Living</i> Name / identify / classify fruit and vegetable</p> |



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| | <p>making bread and gingerbread.</p> <p>Autumn – learn about the seasonal changes linked to Autumn – plants, trees, migration, hibernation, weather Autumn walk around school grounds.</p> | <p>features. Identify how we are all the same / different. Use of our hands / feet.</p> <p>Senses exploration – naming the 5 senses and developing vocab to describe them.</p> | <p>changes linked to Winter – plants, trees, migration, hibernation, weather Winter walk around school grounds.</p> <p>Learn about the 4 different seasons in a year and what makes them unique.</p> <p>Identify different types of weather we experience in the UK– create a weather chart. Discuss what they like / dislike about each weather type. Link weather types to seasons. Look at properties of ice and explore what happens to it. Clothing worn in certain seasons – what are the properties of the materials. Waterproof rain clothes test.</p> | <p>boat to test in the water tray.</p> <p><i>Farms</i> Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Learn about classification of animals – wild, farm, domestic. Compare. Learn and match baby animal names and their body parts. Learn about land use on a farm and buildings (animal homes etc) Learn about the roles of farmers and how to look after animals.</p> <p>Trip to Temple Newsam Farm – following this, listen to what children say about what they have seen and encourage them to</p> | <p>and their lifecycles – what they need to help them grow, how to plant them, different parts of a plant and their role.</p> <p><i>Lifecycles</i> Chick, butterfly and frog / toad Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Opportunities to explain the life cycles of the frog / toad butterfly and chicken – placing events in chronological order. Opportunities to observe and describe what they experience at first hand for frog / chick lifecycles, identifying patterns and changes.</p> <p><i>Spring</i></p> | <p>Learn about where the fruit / veg have come from and where they are grown. Sort the fruit / veg according to different criteria? Describe fruit / veg using all of their senses? Make a fruit kebab to taste</p> <p><i>Shopping bags</i> Explore different ways of carrying shopping home (linked to Handa’s surprise) Identify good / bad qualities of different shopping bags. Learn about appropriate materials to make their own suitable shopping bag. Learn about joining materials too.</p> <p><i>Keeping healthy</i> Explore healthy / unhealthy foods and the concept of a ‘balanced diet’</p> |
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| | | | <p>Explore ice and it's properties – what is it? What happens to it? How does it change?</p> <p>Learn about windy weather – what does / doesn't blow in the wind and why – properties.</p> <p>Learn about light sources – natural and how others work – electricity / battery. Explore simple circuits.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Learn about the solar system –what planets are like, who / what are aliens, do they really exist. Learn the names of different planets and what they are like.</p> <p>Learn about astronauts – how</p> | draw pictures of the natural world. | Learn about the seasonal changes linked to Spring – plants, trees, new life. Spring walk around school grounds to find signs of Spring. | <p>Explore other ways to keep the mind and body healthy – sleep, hygiene, exercise etc.</p> <p><i>Minibeasts</i> Learn about the different minibeasts in our local environment – identify and classify them. Learn how they move and about their habitats through observing them and non-fiction books. Use the iPad to take photographs of minibeasts in their habitats. Newby Hall visit to hunt for minibeasts.</p> |
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Reception Curriculum Map

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| | Build models using construction equipment / junk model equipment. | Build models using construction equipment / junk model equipment. | Build models using construction equipment / junk model equipment with increased purpose and detail. | Build models using construction equipment / junk model equipment with increased purpose and detail. | Build models using construction equipment / junk model equipment with purpose and detail. | Build models using construction equipment / junk model equipment with purpose and detail. |
| | <i>Traditional Tales</i> Masks for characters from stories Split pin characters from stories Collages of characters from the story. | <i>Body</i> Self-portrait with chalk – focusing on shape and detail, prints with paint <i>Look at artist – painting using feet / mouth – Alison Lapper</i> | <i>Winter and Weather</i> Cut snowflakes using folding / cutting techniques Learn how to make shades of a colour when using powder paint – Snowflakes | Painting rainbows – shape, form, colour mixing Large construction – building an ark for Noah – construct with a purpose | Creating own beanstalks with paper plates Printing flowers <i>Life cycles</i> Using bubblewrap / egg cartons to make the life cycle of a toad / frog Collage chicks | <i>Healthy living with a link to artist Giuseppe Arcimboldo</i> Observational drawing of fruit using chalk Observational drawing of inside of fruit using pencil Painting of a vegetable Design and make a shopping bag to carry shopping home in – focus on selecting resources appropriate for the task and joining techniques |
| | Paint Gingerbread man – focus on shape and form. | Bonfire night crafts – paint / chalk pictures | <i>Weather crafts</i> -raindrops, sunshine, puddle painting | Design and create a boat that floats – Noah's Ark | Butterfly symmetrical paintings | Design and make a shopping bag to carry shopping home in – focus on selecting resources appropriate for the task and joining techniques |
| | Begin to mix primary colours to make secondary colours -Painting leaves using autumnal colours | Calendar - sewing Christmas cards Paper chains Christmas ornaments – reindeer / cracker | <i>Space</i> 3d junk modelling – light source / space theme – focus on shape, purpose and how to join materials – cello tape, masking tape, treasury tags, paper clips. Moon pictures with chalk Rocket pictures with 2d shapes | Collage of farm animals – selecting appropriate resources and using tools and techniques. Decorating eggs for Easter Easter cards Provide opportunities to work together to develop and realise creative ideas | Life cycle of a butterfly using different pasta types Provide opportunities to work together to develop and realise creative ideas | <i>Minibeasts</i> Make a minibeast out of clay – manipulating clay appropriately Minibeast crafts – spiders, ladybirds, |
| | <i>Autumn art activities with a link to Nancy Azara</i> Leaf rubbings, prints, bark rubbings Patterning with natural resources Pine cone observational | Diva lamps from clay – shaped and decorated Provide opportunities to work together to develop and realise creative ideas | | | | |

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| | <p>drawings with charcoal</p> <p>Provide opportunities to work together to develop and realise creative ideas</p> | | <p>Large construction – building a rocket Blow paint aliens Alien headwear</p> <p><i>Chinese New Year</i> Lanterns, dragons, Chinese writing, money packets</p> <p>Provide opportunities to work together to develop and realise creative ideas</p> | | | <p>caterpillars, bees etc</p> <p>Provide opportunities to work together to develop and realise creative ideas</p> |
| | <p>Being imaginative and Expressive Weekly singing – join in with nursery rhymes and learn songs linked to topic themes, remembering and singing the entire song.</p> <p>Sing call and response songs so that children can echo</p> <p>Join in with role play based on first hand experiences and use resources</p> | <p>Being imaginative and Expressive Weekly singing – join in with songs and learn songs linked to topic themes and Christmas production, remembering and singing the entire song.</p> <p>Sing call and response songs so that children can echo.</p> <p>Christmas party – dance to music at the party</p> | <p>Being imaginative and Expressive Weekly singing – join in with songs and learn songs linked to topic themes, increasingly matching the pitch and following the melody.</p> <p>Dance – listen to snowflake music and create their own dances. Movement - creating actions in response to</p> | <p>Being imaginative and Expressive Weekly singing – join in with songs and learn songs linked to topic themes, increasingly matching the pitch and following the melody.</p> <p>Dance / movement – story stimulus – retelling stories through dance / movement as a group (Noah's ark)</p> | <p>Being imaginative and Expressive Weekly singing – join in with songs and learn songs linked to topic themes, matching the pitch and following the melody.</p> <p>Singing Assembly for Parents</p> <p>Introduce a storyline or narrative into pretend play, recounting familiar stories/events, adapting play where necessary.</p> | <p>Being imaginative and Expressive Weekly singing – join in with songs and learn songs linked to topic themes, matching the pitch and following the melody.</p> <p>Dance – children to join in with choreographed dance by copying movements– Fit week</p> <p>Watch and talk about Summer Year 6 production seen in</p> |



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| | available for props, including puppets for storytelling. | <p>Christmas Nativity – songs and movement to tell the Christmas story as a year group.</p> <p>Watch and talk about Autumn productions seen in school, expressing their feelings and responses</p> <p>Begin to introduce a storyline or narrative into pretend play. Begin to play cooperatively as part of a group to act out a narrative</p> | <p>weather types, music and story</p> <p>Introduce a storyline or narrative into pretend play. Play cooperatively as part of a group to act out a narrative</p> <p>Provide a wide range of props for play which encourage imagination – linked to space</p> | <p>and 3 Billy goats gruff)</p> <p>Watch and talk about Spring productions seen in school, expressing their feelings and responses</p> <p>Introduce a storyline or narrative into pretend play, recounting familiar stories/events, adapting play where necessary. Play cooperatively as part of a group to act out a narrative</p> <p>Provide a wide range of props for play which encourage imagination</p> | <p>Play cooperatively as part of a group to act out a narrative</p> | <p>school and the Year 5 steel pans assembly, expressing their feelings and responses</p> <p>Introduce a storyline or narrative into pretend play, recounting familiar stories/events, adapting play where necessary. Play cooperatively as part of a group to act out a narrative</p> |
| Music | <p>Explore and engage in music making, performing solo or in a group</p> <p>Listen attentively, move and talk about music, expressing their feelings and responses</p> <p>Body sounds, patterning with sounds Making sounds using different parts of the body Making sounds fast / slow / loud / quiet Copy sounds / pattern with sounds</p> | <p>Explore and engage in music making, performing solo or in a group</p> <p>Listen attentively, move and talk about music, expressing their feelings and responses</p> <p>Exploring playing percussion instruments Making sounds using different instruments</p> | <p>Explore and engage in music making, performing solo or in a group</p> <p>Listen attentively and talk about music, expressing their feelings.</p> <p>Learning about different musical instruments Introduce the children to the different families of musical instruments and identify how they are played</p> | | | |



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| | <p>Tapping out simple rhythms Children to express how they feel using body sounds.</p> <p>Weekly singing – join in with songs and learn songs linked to topic themes and Christmas production. Sing call and response songs so that children can echo phrases of songs you sing which also develops speech and vocabulary.</p> | <p>Grouping instruments by the way in which they are played Making sounds fast / slow / loud / quiet / high / low Copy sounds / pattern with sounds Copy simple rhythms Use of a conductor Following simple picture symbols for playing instruments Provide opportunities for the children to work together to develop their own music using picture symbols.</p> <p>Weekly singing – songs linked to topic themes</p> | <p>Listen to music played by specific instruments and discuss how it makes the children feel. Identify similarities and differences.</p> <p>Key stage 2 children to share their musical talents Peter and the wolf – listen and discuss, identifying the instruments that are played. Watch, appreciate and discuss the Year 5 children playing the steel pans.</p> <p>Weekly singing – songs linked to topic themes</p> |
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Reception Curriculum Map

EARLY LEARNING GOALS – END OF YEAR EXPECTATIONS

| Communication and Language | Personal, Social and Emotional Development | Physical Development | Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
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| <p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling</p> | <p>ELG: Self-regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> | <p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing</p> | <p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and</p> | <p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> | <p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |



Reception Curriculum Map

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| and support from their teacher. | Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs. | | representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. | | Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter | |
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