

Reception Curriculum Map '18-19

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ourselves	People who help us	Fairytales	Space	Transport	Animals
Personal, Social & Emotional	Develop confidence to try activities and speak with peers and adults. Talk about how we show feelings, behaviour and consequences.	Confident to speak within small group situations. Say when they like some activities more than others. Talk about their own and others behaviour and its consequences. Know that some behavior is unacceptable.	Confident to speak within whole class situations. Work as part of a group understanding and following rules. Take account of one another's ideas about how to organize their activity. Show sensitivity to other's needs and feelings.	Confident to speak to visiting members of staff to the setting. Work as part of a group and class understanding and following rules. Form positive relationship with other children.	Confident to speak to visiting members of staff to the setting. Talk about their ideas. Say when they do or don't need help. Work as part of a group and class understanding and following rules. Adjust behavior to different situations. Form positive relationship with adults.	Talk about their ideas. Choose resources they need for chosen activities. Say when they do or don't need help. Adjust behavior to different situations. Take changes of routines in their stride. Show sensitivity to others needs and feelings. Transition into Year 1.
Communication & language	Attentive listening, small 1:1, small group, whole class. Follow instructions. Participate in songs, rhymes, games, planned play and adult led activities. Comment on stories heard. Express themselves effectively. Use present tense and personal pronoun I when speaking.	Listen to stories and accurately anticipate key events while listening to stories. Follow instructions involving several actions and answer 'how' questions about their experiences. Show awareness of the listeners needs and use past form accurately when talking about events that have happened.	Respond to stories they have listened to with relevant comments, questions or actions. Answer 'why' questions about their experiences. Use future form accurately when talking about events that are to happen in the future.	Listen attentively to unfamiliar adults in different classroom and setting situations. Answer 'how' questions in response to stories. Develop own narratives by connecting ideas or events.	Give attention to what others say while engaged in another activity. Answer 'why' questions in response to stories. Develop own narratives and explanations by connecting ideas or events.	Give attention to what others say and engage appropriately while engaged in another activity. Answer 'how' and 'why' questions in response to events. Develop own explanations by connecting ideas or events.
Literacy	Introduce phonics scheme Read, Write, Inc - learn the letter sounds of the	RWI - letter sounds revisited according to need of small groups. Oral sound talk -	RWI - small group phonics/reading according to ind. ability.	RWI - small group phonics/reading according to ind. ability.	RWI - small group phonics/reading according to ind. ability.	RWI - letter sounds revisited according to need of small groups. Correct letter

	<p>alphabet and some digraphs. Identify words from oral sound talk. Blend letter sounds to hear and make c.v.c words. Strengthen hand and core muscles through funky fingers activities. Learn how to form letters of the alphabet correctly. Write first name. Begin to write simple c.v.c words.</p>	<p>identify, objects, pictures, follow instructions. Letter formation. Name writing. Read and spell irregular words. Make some phonetically plausible attempts at spelling (CVC).</p>	<p>Correct letter formation. Reading and spelling irregular words; the, I, put, no, of, my, me. Silently blend set 1 sounds for reading. Make phonetically plausible attempts at writing simple sentences.</p>	<p>Correct letter formation. Silently blend set 1 sounds for reading. Read words on sight containing taught sounds. Use phonic knowledge to decode regular words. Spell irregular words; the, I, put, no, of, my, me. Spell CVC, CVCC and CCVC words. Write simple sentences which can be read by themselves.</p>	<p>Correct letter formation. Read irregular words on sight and words containing taught sounds. (your, said, he, be, you). Use phonic knowledge to decode regular words. Spell irregular words; the, I, put, no, of, my, me, your, said, he, be, you. Spell CVC, CVCC and CCVC words. Write simple sentences which can be read by themselves and others.</p>	<p>formation. Read irregular words on sight and words containing taught sounds. (your, said, he, be, you). Read and understand simple sentences. Understand when talking to others about what they have read. Spell irregular words; the, I, put, no, of, my, me, your, said, he, be, you. Spell CVC, CVCC and CCVC words. Write simple sentences independently which can be read by themselves and others. Leave finger spaces in writing.</p>
Mathematics	<p>Count forwards and backwards 0-20 and from different starting points. Recognise numbers 0-10/0-20. Order numbers 0-10/0-20 forwards and backwards. Form numbers correctly. One more and one less than a number 0-</p>	<p>Counting forwards and backwards 0-20. Number recognition and writing. Place numbers in order (f's and B's). One more and one less than a given number 0-20. Add 2 single digit numbers (using objects, fingers and counting on).</p>	<p>One more and one less than a given number 0-20. Add 2 single digit numbers (counting on). Subtract 2 single digit numbers (counting back). Use everyday language to talk about size and weight to compare and solve problems.</p>	<p>Counting forwards and backwards 0-20. Number recognition and writing. Place numbers in order (f's and B's). One more and one less than a given number 0-20. Add 2 single digit numbers (counting forward). Subtract 2 single</p>	<p>Counting forwards and backwards in 1's, 10's and 5's. One more and one less than a given number 0-20. Add 2 single digit numbers (counting forward). Subtract 2 single digit numbers (counting back). Solve addition and</p>	<p>Counting forwards and backwards in 1's, 10's and 5's. One more and one less than a given number 0-20. Add 2 single digit numbers (counting forward). Subtract 2 single digit numbers (counting back). Solve addition and</p>

	<p>10/0-20; using objects. Recognise, create and describe patterns. Name and describe simple 2d shapes.</p>	<p>Name and describe simple 2d shapes. Use everyday language to talk about size to compare and solve problems.</p>		<p>digit numbers (counting back). Solve addition and subtraction problems. Use everyday language to talk about weight, capacity and position to compare and solve problems.</p>	<p>subtraction problems. Double numbers up to 10 and solve doubling problems. Use everyday language to talk about distance, time and money to compare and solve problems.</p>	<p>subtraction problems. Solve sharing problems. Double numbers up to 10 and solve doubling problems. Instant recall of doubling and halving facts up to 10. Use everyday language to talk about distance, time and money to compare and solve problems. Name simple 3d shapes and discuss their properties.</p>
Understanding of the World	<p>Talk about likes and dislikes. Describe personal appearance. Discuss special events in own and families lives. What is technology? Go on a hunt. Describe/compare materials using senses.</p>	<p>Know about similarities and differences in relation to places, objects, materials and things. Know that other children don't always enjoy the same things. Sensitive to the needs of other children. Talk about past and present events in their own life and in the lives of family members. Visits and visitors; lollypop lady, school nurse, dental hygienist, police community officer, fire station.</p>	<p>Know about similarities and differences between themselves and others. Talk about the features of their own immediate environment. Talk about how environments might vary from one another. Select and use technology for particular purposes.</p>	<p>Know about similarities and differences among families. Talk about how environments might vary from one another. Select and use technology for particular purposes.</p>	<p>Know about similarities and differences between communities and traditions. Make observations of plants and animals. Explain why some things occur. Select and use technology for particular purposes.</p>	<p>Know about similarities and differences between communities and traditions. Make observations of plants and animals. Explain why some things occur. Talk about changes. Select and use technology for particular purposes.</p>

Physical	<p>Developing co-ordination and control skills in small and large movements. Manage own toileting, personal needs and hygiene. Funky fingers. Following action songs and rhymes. PE lessons; changing clothes and football.</p>	<p>Safely negotiate space whilst moving. Handle equipment effectively. Dress independently - cardigan, jumper, coat, hat. Dress independently - change for PE. Funky fingers. Following action songs and rhymes. PE lessons; dance.</p>	<p>Handle tools effectively. Have correct pencil grip. Move confidently in a range of ways. Know the importance of good health and talk about ways to keep healthy. Funky fingers. Following action songs and rhymes. PE lessons; gymnastics.</p>	<p>Apply appropriate pencil pressure. Have pencil control. Know the importance of physical exercise. Funky fingers. Following action songs and rhymes. PE lessons; multi-sports.</p>	<p>Apply appropriate pencil pressure. Have pencil control. Know the importance of a healthy diet Talk about ways to keep healthy. Funky fingers. Following action songs and rhymes. PE lessons; rounders (different types)</p>	<p>Have pencil control. Move confidently in a range of ways. Talk about ways to keep healthy. Talk about ways to keep safe. Participate with action songs and rhymes. PE lessons; sports day practice.</p>
Expressive Art & Design	<p>Name rocket. Self-portrait. Paint a house. Collage an animal. Hand and feet prints. Label parts of the body. Sense testing. Drawing pictures. Cutting and sticking activities.</p>	<p>Sing songs. Make music and experiment with ways of changing it. Dance and experiment with ways of changing it. Safely use and explore a variety of materials, tools and techniques.</p>	<p>Experiment with colour, design and texture. Represent own ideas, thoughts and feelings through art and music.</p>	<p>Safely use and explore a variety of materials, tools and techniques. Experiment with colour, design and texture. Represent own ideas, thoughts and feelings through art, music, dance and role-play.</p>	<p>Safely use and explore a variety of materials, tools and techniques. Experiment with colour, design and texture. Represent own ideas, thoughts and feelings through design and technology, role-play and stories.</p>	<p>Safely use and explore a variety of materials, tools and techniques. Experiment with form and function. Represent own ideas, thoughts and feelings through art, music, dance, design and technology, role-play and stories.</p>