

Reception Curriculum Map

	Autumn Term		Spring Term		Summer Term	
Subject	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
Thematic study *These themes may be adapted at various points to allow for children's interests or need.	Our Place in Space Starting school / British wildlife / Where do we live? / Our community / Geography Field trip / Space exploration	Fantasy and Fairy Tales Make believe / What am I good at? / Bonfire night / Diwali / Harvest / Winter show / Christmas story /	Dinosaur Dig Chinese New Year / Palaeontologist visitor /	Superheroes People who help us / Reduce, Reuse & Recycle / Stranger danger /	Explorers Compare and contrast settings & environments / wild animals (non-native) / Where do we live in the world? /	Pirates! Life cycles Zoo/Farm trip
Literacy Reading & Writing	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)					
Literacy – Refer to Literacy Spine for much more detail	Stories with familiar settings Narrative Poetry, Pattern and Rhyme Fiction	Narrative Traditional tales Fantasy & Fairytales Poetry, Pattern and Rhyme	Non-fiction texts Fiction texts	Poetry Non-fiction Recounts Fiction	Non-fiction texts Fiction texts (Set in Africa) Instructions Poetry	Fiction Poetry
Focus texts	Take a walk little bear We're going on a bear hunt Whatever next! Non Fiction texts-Space	Cinderella The Fabulous Fairy Feast Little Robin Red Vest The Snowman Jack and the Beanstalk	Non-fiction texts - Dinosaurs/Volcanoes Cave baby	Elliot Jones Midnight Superhero Oliver's Vegetables	Edward goes Exploring What the Ladybird Heard Toby and the great fire of London Rainforests Handa's Surprise	Lila Pirate Pirate small in big Trouble Pirate poetry/ Sea Shanties
Writing	Mark making and writing is interwoven throughout all aspects of development in the Nursery phase. Development of gross and fine motor control runs alongside children's engagement and motivation to mark make. Writing is modelled by practitioners in a range of contexts and children are given provocations and opportunities to experiment on a large and small scale. Children are scaffolded to use symbolic marks to express their ideas. Talk for writing and oracy skills are also essential aspects of mark making and writing development in the foundation stage.					

Modelled, shared, guided independent writing opportunities	Fine motor control Letter formation Name writing Labels Message centre writing Symbols Rules poster	Shopping List Guest list Invitation Letter to Santa/Fairy Wanted Poster – Labelling Instructions – How to make a sandwich	Writing sentence for a purpose – non-fiction fact file Labels Messages Menus & orders	Instructions Descriptions Labels Sentence writing using High 5 Recount	Facts and information – non-fiction fact file Labels Extended sentence writing using High 5 Recount	Writing narratives of well- known stories Writing a narrative – pirate adventure Postcards Pirate poetry – composing own verse
Maths Number Comparison Counting Cardinality Composition	Baseline assessments Introduce 4 Introduce 5 1 more 1 less	Introducing 0 Representing... Composition of numbers to 5. Combining 2 groups Introducing 6 & 7 1 more/1 less	Introducing 0 Comparing numbers to 5 Introducing 6 Making pairs/doubling Introducing 8 Introducing 9 & 10 Comparing numbers to 10 + symbol Number sentences	Building numbers to 20 Number bonds to 10 Patterns Consolidation	Counting patterns beyond 20 (2s, 10s) Odd and Even Adding more Taking away Compose and decompose Consolidation	Doubling Sharing and grouping Even and odd Visualise and build Deepen understanding Patterns and relationships Mapping Consolidation

Spatial Awareness Shape Patterns Measures	Comparing shapes Same/different, colour, size, shape Sorting into groups Large/small, big/little, short/tall, tallest/shortest Making simple patterns Exploring more complex patterns	Equal/not equal, circle, 1p Mass 2 step patterns, 3 step patterns, triangles Squares and rectangles Pentagons Comparing Shapes, Digging Deeper Night & Day/Time- Measurement	Compare Mass & Capacity Symmetry Length & Height Time 3D shapes	2D shapes Pattern	Tangrams Making Patterns Positional language	Patterns and relationships Positional language Directions Mapping
UTW SCIENCE	Seasonal change - Autumn Space Electricity	Seasonal change - Autumn Changing states of matter British wildlife & hibernation Oral health	Seasonal change - Winter Changing states of matter Materials Changes over time	Seasonal change- Spring Changing states of matter Healthy lifestyles Planting, growth & change Caring for our planet	Seasonal change – Summer Jungle and safari animals and their habitats Life cycles	Seasonal change - Summer Living things and change over time Growing & harvesting Sorting and classifying Changing states of matter
UTW History Past and Present	All about Me – my own history. Growing up. Talk about family. Experiences in their personal life. Comparing Now and Then using artefacts/visitor		Continued special times and events for families. Sequence Easter story Travelling back in time to the age of the dinosaurs and Stone Age. Comparing Now and Then using artefacts/visitor (palaeontologist)		Sequence of historical events / Basic chronology Comparing Now and Then using artefacts/visitor The role of significant members of society The Great Fire of London (Samuel Peyps' diary) Comparing, contrasting and empathising with people and events	
UTW Geography	<u>Place knowledge</u>	<u>Human and Physical</u>	<u>Physical</u> volcanoes	<u>Environmental</u> Recycling	<u>Location knowledge</u>	<u>Geographical skills and</u> <u>fieldwork</u>

People, Culture and Communities & The Natural World	Use basic geographical vocab to refer to human features of our local area	Learn the names of the seasons and typical weather patterns for each		Sustainability Pollution	Name, locate and explore Africa and its physical features (Savannah Jungle)	Maps and mapping Compare and contrasting Africa with UK Amelia Earhart & maps
Expressive Arts and Design - DT	Explore Users and purpose Let's look at products Glasses (eyewear)	Explore, design and make Joints and mechanisms Toys	Explore, design and make Textiles – templates and joining	Design, make and evaluate Food technology Preparing fruit and/or vegetables	Design, make and evaluate Users and purpose	Explore, design and make Mechanisms/hinges and catches
Food Technology		<u>Food Technology</u> Sandwiches & baking biscuits	<u>Food Technology</u> Chinese New Year - noodles	<u>Food Technology</u> Design and make a healthy lunch box	<u>Food Technology</u> design and make a salad/fruit salad	<u>Food Technology</u> Design and make a healthy snack
Expressive Arts and Design - ART	Drawing: Marvellous Marks Mark making: wax crayons Mark making: felt tips Mark making: chalk Observational drawing Drawing faces Drawing faces: colour		Painting and Mixed Media: Paint my world Finger painting Outdoor painting Painting to music Collage and transient art Landscape collage Group art		Sculpture and 3D Clay Playdough Landscape art Designing animal sculptures Creating animal sculptures Painting animal sculptures	
Computing	Digital citizenship Project evolve strands 1-5		Information Technology Project Evolve (Strands 6-8) Computer Science Beebots and programming		Digital Literacy Logging in, mouse and keyboard skills	

Physical Development – Physical Education (Val Sabin)	Gymnastics	Dance	Gymnastics/Games	Gymnastics	Games	Athletics
PSHE	Being Me In My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
Religious Education	F4 Being special: where do we belong? F1 GOD/CREATION Why is the word 'God' so important to Christians?	F2 INCARNATION: why is Christmas special for Christians?	Chinese New Year	F3 SALVATION: Why is Easter special for Christians?	F5 Which places are special and why?	F6 Which times/stories are special and why?
Music Charanga	Me!	My stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
Agreed events	Fair Trade Day	Charity and community work day	Our European Friends day	William Shakespeare day Safer Internet Day	Farming and Food day	Global citizenship day
'Wow' moments / Enrichment	National Poetry Day	National Nursery Rhyme week Firefighter visit PCSO visit Diwali Christmas traditions – visit to link school	Chinese New Year National Storytelling week	World Book Day Mother's Day Easter Traditions – visit to link school	Ramadan Link school to visit us to share experience of Eid Family picnic	Farm visit Father's Day Sports Day

British Values Although our British Values weave throughout our Reception phase experience, we look more in depth at each.	MUTUAL RESPECT We are all unique We respect differences between different people and their beliefs	MUTUAL TOLERANCE Everyone is valued, all cultures are celebrated and we respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Explored through celebrations	RULE OF LAW We know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	INDIVIDUAL LIBERTY We have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	DEMOCRACY We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen and value and respect the opinions of others.	Reflection on our year and our British Values
Assessment Opportunities	In-house baseline on entry National Baseline Phonics assessment EYFS Team meetings	On-going assessments Pupil Progress meetings Parents evening EYFS Team meetings In-house moderation End of term assessment Phonics assessment	On-going assessments GLD projections Cluster moderation EYFS Team meetings Internal moderation	On-going assessments Pupil Progress meetings Parents evening EYFS Team meetings In-house moderation End of term assessment Phonics assessment	Cluster moderation EYFS Team meetings Internal moderation Cross phase moderation Transition to Y1	Pupil Progress meetings Reports to parents Optional Parents evening EYFS Team meetings In-house moderation End of term assessment Phonics assessment
Super Seven	Human Rights and World changers Malala Yousafzai	Music – Composers Bill Withers	Art – Artists Convergence Jackson Pollack	DT craftsperson/ engineers/ inventors Frank Lloyd Wright	Scientist Marie Curie	Sport role models Mo Salah Serena Williams