

Reception Curriculum Map Overview 23-24

	Autumn One <i>Marvellous Me!</i>	Autumn Two <i>Lights and Festivals</i>	Spring One <i>Amazing World</i>	Spring Two <i>What's in the Bag? (inc. People who help us)</i>	Summer One <i>Growing</i>	Summer Two <i>Fun at the Seaside!</i>
Values St Mary's	Compassion	Community	Courage	Curiosity	Vision	Wider Community
Values Wraxall	Respect	Responsibility	Perseverance	Honesty	Friendship	Courage
'WOW' Moments	Big Birthday picnic	Theatre Performance Tobogganing Nativity play	Bird Watch walk in the local area Visit to Bristol Zoo Project/animals in	Visit from a Dr, dentist, police, firefighter	Visit to a local mosque Litter picking walk Visit from a baby Trip to a farm (folly farm?) Hatch chicks/ducks	Walk to the park to draw a map Trip to the seaside
Personal, Social & Emotional Development	Class rules Sharing interests Sharing hobbies Identifying feelings Importance of exercise Seeing themselves as a valuable individual Class rules and routines	School rules and values Setting goals Listening to others Responsibility Healthy eating How to deal with emotions inc. anger Building constructive and respectful relationships Using language to say how they feel	Making the right choices Confidence and independence Consequences Being kind Oral hygiene Learning about qualities and differences Identify and moderate their own feelings socially and emotionally. Thinking about others feelings. Looking after our planet.	Effects of behaviour Perseverance and resilience Being a good friend Internet Safety Screen Time What makes a good friend? Identify others feelings.	Managing feelings Calming Techniques Having different opinions Being unique Importance of sleep Winning and losing Look how far I've come!	Road safety Problem Solving Resolving Conflicts Being safe in the sun Getting ready for year one Develop greater independence – tidying up after ourselves, getting our resources ready Transition to Year 1
Discrete Jigsaw Sessions	Being Me in My World Who me? How am I feeling today? Being at school Gentle hands Our rights Our responsibilities	Celebrating Difference What am I good at? I'm special, I'm me! Families Houses and homes Making friends Standing up for yourself	Dreams and Goals Challenge Never giving up Setting a goal Obstacles and support Flight to the future Footprint awards	Healthy Me Everybody's body We like to move it, move it Food, glorious food Sweet Dreams Keeping clean Stranger danger	Relationships My family and me Make friends, make friends, never ever break friends Falling out and bullying Being the best friends we can be	Changing Me My body Respecting my body Growing up Fun and fears Celebration
Communication and Language	Listening and attention skills Perform a poem Settling in activities Children talking about experiences that are familiar to them Rhyming and alliteration Familiar Print Model talk routines through the day Begin to understand how to listen carefully and why listening is important Begin to focus when listening to a story	Joining in with repeated refrains in stories Retelling rhymes and very short stories Story language Listening and responding to stories Following instructions Taking part in discussions Understand how to listen carefully and why listening is important Learn songs Identify the main character in a story	Discussing key events in a story Ask questions to find out more Retell a story with some story language Describe events in some detail Listen to and talk about stories to build familiarity and understanding Learn rhymes, poems and songs Sustain focus when listening to a story. Talk about and begin to describe a character's personality (Halibut Jackson)	Identifying main characters in a story Retell a story with story language and greater accuracy of refrain Describe events in detail – time connectives Sustain focus when listening to a story Ask questions to find out more Sustain focus when listening to an adult. Talk about and begin to describe a character's personality. Begin to recall and repeat a sentence (to aid writing)	Linking events in a story to own experiences Children to use the language necessary talk about what is happening in books and link to their own experiences. Talk about and begin to describe a character's personality. Retell an event from recent experience. Recall and repeat a sentence (to aid writing)	Sequence story/real life events in detail Retell an event from recent experiences Recall and repeat a sentence (to aid writing)

<p>Physical Development</p>	<p>Gross Motor Cricket (NS) Get Set 4 PE Introduction to PE Unit 1</p> <p>Fine Motor 'Getting Ready to Write' activities appropriate to each child's stage Threading, cutting, weaving, playdough, FM activities Teach and model correct letter formation Develop pencil grip and pressure on the page and letter formation Form letters correctly</p>	<p>Gross Motor Multiskills (PS) Get Set 4 PE Ball Skills Unit 1</p> <p>Fine Motor 'Getting Ready to Write' activities appropriate to each child's stage Threading, cutting, weaving, playdough, FM activities Teach and model correct letter formation Develop pencil grip and pressure on the page and letter formation Form letters correctly</p>	<p>Gross Motor Get Set 4 PE Dance Unit 1 Games Unit 1</p> <p>Fine Motor 'Getting Ready to Write' activities appropriate to each child's stage Threading, cutting, weaving, playdough, FM activities Teach and model correct letter formation Develop pencil grip and pressure on the page and letter formation Form letters correctly</p>	<p>Gross Motor Gymnastics (PS) Get Set 4 PE Fundamentals Unit 1</p> <p>Fine Motor 'Getting Ready to Write' activities appropriate to each child's stage Threading, cutting, weaving, playdough, FM activities Teach and model correct letter formation Develop pencil grip and pressure on the page and letter formation Form letters correctly</p>	<p>Gross Motor Get Set 4 PE Ball skills Unit 2 Fundamentals Unit 2</p> <p>Fine Motor 'Getting Ready to Write' activities appropriate to each child's stage Threading, cutting, weaving, playdough, FM activities Teach and model correct letter formation Develop pencil grip and pressure on the page and letter formation Form letters correctly</p>	<p>Gross Motor Athletics (PS) Get Set 4 PE Games Unit 2</p> <p>Fine Motor 'Getting Ready to Write' activities appropriate to each child's stage Threading, cutting, weaving, playdough, FM activities Teach and model correct letter formation Develop pencil grip and pressure on the page and letter formation Form letters correctly</p>
<p>Literacy</p> <p>Focus Texts/Super Six</p>	<p>ULS - Phase 2 *Include English Hub – Writing Progression</p> <p>Core Texts I Am Henry Finch Super Milly and the Super School Day</p> <p>Surrounding Texts Where my welly boots take me We're Going on a Bear Hunt Oliver's Vegetables The Little Red Hen The Everywhere Bear</p>	<p>ULS - Phase 3 *Include English Hub – Writing Progression</p> <p>Core Texts Look Up The Magic Paintbrush</p> <p>Surrounding Texts The Gruffalo Whatever Next Lucy's Blue Day Zog</p>	<p>ULS - Phase 3 Mastery *Include English Hub – Writing Progression</p> <p>Core Texts Halibut Jackson Bringing the Rain to Kapiti Plain</p> <p>Surrounding Texts The Emperor's Egg Handa's Surprise Ruby's Chinese New Year The Ugly Duckling</p>	<p>ULS - Phase 3 Mastery *Include English Hub – Writing Progression</p> <p>Core Texts Little Red The Three Little Pigs</p> <p>Surrounding Texts The Three Horrid Pigs The Gingerbread Man Elmer and the Wind The Tiger who came to Tea</p>	<p>ULS - Phase 4 *Include English Hub – Writing Progression</p> <p>Core Texts The Extraordinary Gardener The Tiny Seed</p> <p>Surrounding Texts Jasper's Beanstalk The Hungry Caterpillar Oliver's Fruit Salad</p>	<p>ULS - Phase 4 Mastery *Include English Hub – Writing Progression</p> <p>Core Texts The Night Pirates Somebody's Swallowed Stanley</p> <p>Surrounding Texts Sharing a Shell The Girl and the Dinosaur At the Beach The Rainbow Fish Mrs Armitage on Wheels</p>
<p>Mathematics</p>	<p>White Rose Matching and sorting Comparing amounts Comparing size, mass and capacity Making simple patterns Mastering Number Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets – 'just by looking' Use the language of comparison: more than and fewer than</p>	<p>White Rose Identifying 2D shapes Using positional language Mastering Number Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets – by matching Use the language of comparison: more than. Fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20</p>	<p>White Rose Comparing mass Comparing capacity Mastering Number Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than. Fewer than, an equal number to Make unequal sets equal</p>	<p>White Rose Length and height Time 3D Shapes Repeating patterns Mastering Number Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes – odd and even numbers</p>	<p>White Rose Spatial reasoning Shape arrangements Mastering Number Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition – of 10 Comparison – linked to ordinality Play track games</p>	<p>White Rose Positioning Patterns Maps and directions including positions Mastering Number Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting</p>

<p>Understanding the world</p>	<p>Me (1) My Family(2) My Friends(3) My Community/Where I live (4) Feelings (5) Difference (6)</p> <p>Past and Present - Key vocabulary related to family members, The concept of past, present and future. Name their family members and what relation they are to them. Talk about what they do with their family and places they go with their family Draw similarities and make comparisons between other families. Tell the difference between real and fiction.</p> <p>People, Communities and Culture - Identify different groups that they belong to Comment on simple features of the local area using an aerial view; road, the school, open space, Draw a simple map of the local area</p> <p>The Natural World – Know there are 4 seasons and what they are called, know the weather changes in each of the seasons and how this affects what we wear. Observe change in the natural world – leaves, weather, seasons, explore the world around us and see how it changes as we move through the seasons. Provide opportunities for children to note and record the weather.</p>	<p>Autumn (7) Bonfire Night (8) Diwali (9) Space (38) Birthdays (10) Hannukah (12) Christmas Story (13) Christmas Traditions (14)</p> <p>Past and Present - Comment on images of familiar situations in the past. Show photos of how Christmas used to be celebrated in the past. Talk about their immediate past and their experience of Birthdays and Christmas. Compare and contrast characters from stories, including figures from the past. Introduce children to significant figures who have been to space and begin to understand these events happened before they were born.</p> <p>People, Communities and Culture – Understand that some places are special to members of their community. Begin to know about their own cultures and beliefs and those of other people. Explore, observe and find out about places and objects that matter in different cultures and beliefs Recognise that people have different beliefs and celebrate special times in different ways,</p> <p>The Natural World – Understand what a shadow is and how they are made, Find and sort objects that light passes through, know that light can be created using electricity, know that the sun is a source of light. Learn the names of different planets.</p>	<p>Habitat (27) Woodland (28) Rainforests (29) Polar Habitat (31) Climate Change(32)</p> <p>Past and Present – Find out how climate change is affecting the polar regions. Introduce the children to the impact of rubbish and the role of recycling and how they can help care for our world.</p> <p>People, Communities and Culture – Recognise some similarities and differences between life in this country and life in other countries, Recognise some environments that are different to the one in which they live, Talk about the similarities and differences between life in this country and life in other countries,</p> <p>The Natural World – Explore the properties of ice and ways of making the ice melt quicker/not melt. Understand that some environments are different to the one they live in, Explore the Natural world around them, Contrast a range of environments and name specific features of the natural world. Look at the difference between weather in this country other countries. Make simple comparisons. Know there are 4 seasons and what they are called, know the weather changes in each of the seasons and how this affects what we wear. Observe change in the natural world – leaves, weather, seasons, explore the world around us and see how it changes as we move through the seasons. Provide opportunities for children to note and record the weather.</p>	<p>People who help us... Doctors and Nurses (15) Police Officers (16) Firefighters (17) Jobs (18) including Construction</p> <p>Past and Present – Introduce children to how the different roles have changed between past and present. Identify the role of professions in their community. How do they help them? Share their own experiences of these roles.</p> <p>People, Communities and Culture – Key vocabulary related to the names and roles of well-known professions and jobs within their community,</p> <p>The Natural World – Identify properties of some materials (wood, plastic, cardboard, paper, fabric) and begin to make choices about how they can be used in their play and construction. Sort basic materials in simple ways.</p>	<p>Growing – Babies (21) Gorwing - On the Farm (22) Growing – Plants (23) Spring (24) Healthy Eating (25)</p> <p>Past and Present – Identify how they have changed over time. Think about their appearance as a baby and what they enjoyed doing and compare it to them in the present day.</p> <p>The Natural World – Identify the changes in living things as they grow noticing the changes in the lifecycle of a butterfly and the lifecycle of a bean, Identify offspring and their adult animal, Name simple parts of a plant using first-hand observations, from their observations of plants explore the conditions that help a plant to grow, name basic parts of the body, name the senses and use them to explore foods (taste, touch, smell), make healthy choices.</p>	<p>Transport (19) Journeys (20) Under the Sea (34) At the Beach (35) Float and Sink (36) Looking after our Oceans (37)</p> <p>Past and Present – Compare UK beach holidays today and what UK beach holidays were like in the past. Identify holidays and journeys that the children have been on themselves. Compare simple modern vehicles and vehicles from the past eg. Aeroplane, boat, car, bike.</p> <p>The Natural World – Understand and use the term push and pull, Understand that some objects will float and some will sink when placed in water, Understand that a magnet can attract an object and why this is. Identify properties of some materials (wood, plastic, cardboard, paper, fabric) and begin to make choices about the most appropriate materials for a given use. Identify creatures that live in the sea or near the sea. Identify some of their basic features. Know there are 4 seasons and what they are called, know the weather changes in each of the seasons and how this affects what we wear. Observe change in the natural world – leaves, weather, seasons, explore the world around us and see how it changes as we move through the seasons. Provide opportunities for children to note and record the weather.</p>
<p>RE (AMV/UC)</p>	<p>Who Am I?</p>	<p>Why do Christians perform the nativity at Christmas?</p>	<p>Why are some times special?</p>	<p>Why do Christians put a cross in the Easter garden?</p>	<p>Why is the word God so important to Christians?</p>	<p>Where do we belong?</p>
<p>Expressive arts and design</p>	<p>Begin to mix colours Use resources as props Make marks in a variety of ways</p> <p>To create images using natural objects (1), collage (2), folding and cutting paper (3), junk modelling (4), mixing colour (5), To use appropriate media to make a representation of themselves (6)</p>	<p>Use mark making to create different effects using different media, with increasing control</p> <p>To mark make using printing, colour mixing, collage (7), clay, (9),</p> <p>To use media to make 2D and 3D representations of the same item (birthday cake).</p> <p>To understand that Media can be used to make 3D representations and use different Media to make Religious representations including a menorah, a star, a Nativity scene, a Christmas tree decoration</p>	<p>Children to make different textures and make patterns using different colours and tools.</p> <p>Use different media to create textures and patterns (constructing a minibeast, making a mask, fingertip polar printing, printing animal tracks)</p> <p>Know that we can use the items that we have made as representations to use in our own expressive play (a habitat for an animal in the small world play, a rainforest animal mask)</p> <p>Create art for the purpose of sharing information (a climate change poster)</p>	<p>Teach children different techniques for joining materials, such as how to use adhesive tape and different types of glue.</p> <p>Use construction to create a moving vehicle with some of the joining techniques taught.</p> <p>Make choices about the materials they use for a given purpose including paper, card, recycled materials, fabric, pre-made construction equipment (making a shelter for Elmer, making a bridge, making a fire engine)</p>	<p>Teach children to make observations and include details within their artwork.</p> <p>Recognise that different media create different effects. Use a range of media to create detailed observations of natural objects (using beans/seeds to represent a plant or flower, printing with fruit and vegetables, using charcoal/pastel/chalk/range of paint, collage and recycled art).</p> <p>Discuss the way artists have used objects to represent something else (Arcimboldo, flower, fruit and vegetable faces)</p>	<p>Consolidation and opportunity to further address gaps in learning</p> <p>Activities that will support this: Design their own mode of transport, create an aeroplane, use construction materials to make a vehicle (19), Design a 2D train (20), Create an ocean sensory bottle, use junk modelling to create a sea creature (34), make a representation of a rockpool and the animals that live there (35), construct a boat (36), create a poster about pollution, make a plastic bag jellyfish (37)</p>
<p>Charanga</p>	<p>Me!</p>	<p>My Stories</p>	<p>Everyone!</p>	<p>Our World</p>	<p>Big Bear Funk</p>	<p>Reflect, Rewind and Replay</p>