

**Reception Curriculum Map**

<b>Reception</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>General themes Year A</b>	Civilisations Getting to know You	Civilisations People who help us	Sustainability Caring for Our World	Sustainability Caring for Myself	Different & Equal Same and different	Different & Equal Moving On
<b>General themes Year B</b>	Exploration (What makes me special?)	Exploration (How shall we get there?)	Cause and Consequence (Who lives in a house like this?)	Cause and Consequence (Who can help me?)	Continuity and Change	Continuity and Change
<b>RSE</b>	Ten: Ten Module 1: Created and Loved by God		Ten: Ten Module 2: Created to Love Others		Ten: Ten Module 3: Created to Live in Community	
<b>Key Texts Nursery Rhymes across the year</b> *Humpty Dumpty Twinkle Twinkle *Baa Baa Black Sheep Hey Diddle Diddle Ride a Cock Horse 1,2,3,4,5... Hickory Dickory Dock Jack and Jill I Hear Thunder The Grand Old Duke of York	Nursery Rhymes Traditional Tales: Jack and the Beanstalk Goldilocks The Three Billy Goats Gruff The Three Little Pigs  Rosie's Walk We're going on a Bear Hunt Exploring the Senses texts Autumn Fact books Incey Wincey Spider  First look at non-fiction (simple atlas)	Stories by the same author: The Gruffalo Room on the Broom Day Monkey Night Monkey  Whatever Next! Five Minutes' Peace Peace at last  Handa's Surprise Handa's Hen Story of a Tooth A visit to the dentist Amazing Me! Animal Poems Winter/Christmas poems	The Messy Magpie Dear Greenpeace What a Waste Peep Inside a Tree The Tiger Who Came to Tea The Gruffalo's Child Song of a River My World Your World Winter Fact Books The Great Body Book	The Very Hungry Caterpillar Oliver's Vegetables Oliver's Fruit Salad Story of a Tooth (Dental Health Foundation) The Very Hungry Caterpillar The Beautiful Butterfly Lifecycle texts (butterfly, tadpole, sunflower) Usborne First Mix and Match Jobs	Giraffes Can't Dance Mister Men/Little Miss stories Pumpkin Soup Fair Shares Elmer My World, Your World Celebrations (DK) The Very Hungry Caterpillar Peep inside a tree Summer Fact Books	On the Way Home (Jill Murphy re-visited) We're going on a Bear Hunt Funnybones Giraffes Can't Dance The Tiger who came to tea The Rainbow Fish Dinosaur Rap DK book of dinosaurs First Atlas
<b>Developing early writing</b>	Literacy Shed Autumn Continuous Planner	Literacy Shed Teeth Continuous Planner	Literacy Shed Continuous Planner <i>(not yet available)</i>	Literacy Shed Continuous Pplanner <i>(not yet available)</i>  Supermarket Zoo - Writing a shopping list)	Who's in the Loo? - Predicting events in a story  The Bear and the Piano - To talk about ideas for composition	Elmer - Beginning to write a supported sentence)  Harry and The Bucketful of Dinosaurs - Writing a phonetically plausible sentence
<b>Cultural Capital Wow moments Enrichment weeks</b>	Fire service visit (T1 or 2) Citizens of the World Week	Autumn celebrations Bonfire Night Advent Diwali Parish priest visit EYFS Nativity STEM Week 1 (Physical Processes) Posting Christmas Cards	Chinese New Year Mental health week Valentine's day Mother's Day World book day	Visit from a dentist/vet Living Eggs Forest school STEM week 2 Healthy Eating collage Lent and Easter Eid al-Adha	Big Spring Clean Up Feast of Saint Joseph the Worker Spring walk Library Visit Farm Visit Visit from a retired person	Eid al-Fitr Father's Day Pyjama Day Transition Day Sports Day Additional parents' meetings (on request) Visit from PSCO STEM Week 3
<b>Parental Involvement</b>	Open Afternoons Little Wandle Parental Support sessions Parents' Evening COW Week Tapestry (with opportunities for support in using Tapestry)	Open Afternoons Little Wandle Parental Support sessions Christmas craft morning Post Office Visit Nativity Tapestry	Open Afternoons Little Wandle Parental Support sessions Tapestry	Open Afternoons Little Wandle Parental Support sessions Parents' Evening Tapestry	Open Afternoons Little Wandle Parental Support sessions Tapestry	Open Afternoons Little Wandle Parental Support sessions Tapestry Library Visit

	<b>Narrative</b>	<b>Intent</b>
<b>COMMUNICATION AND LANGUAGE</b>	The development of children's communication and language is at the heart of everything we do. It underpins all seven areas of learning and development. Through high quality interactions, conversation, discussion, storytelling, role play and modelling we provide a language rich environment. Our curriculum is centred around stories and rhymes which envelop children in a wide range of vocabulary and language. Sharing non-fiction, stories, rhymes and poems, daily and then providing them with extensive opportunities to use and embed new words in context.	Children will understand how to listen carefully and why listening is important. They will ask questions to find out more and to check they understand what has been said to them and describe some events in detail. Children will articulate their ideas and thoughts in well-formed sentences and connect one idea or action to another using a range of connectives as well as developing social phrases and conversations with others. They will use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding and engage in daily story time. They will retell a story once they have developed a deep familiarity with the text. Children will listen carefully to rhymes and songs, paying attention to how they sound as well as engaging with poems and non-fiction books, developing new knowledge. Children will learn new vocabulary and use it throughout the day in different contexts.
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	Children's personal, social and emotional development is essential for children to be able to 'live in all its fullness'. We nurture relationships and bonds with the children and their families ensuring a partnership in learning. Children will be supported to understand their own feelings and those of others using the 'Zones of Regulation' model. Children will develop resilience, a strong sense of self, independence and confidence through adult modelling and guidance. Children will learn how to look after themselves physically and emotionally including building friendship and navigating social situations.	Children will build constructive and respectful relationships and see themselves as valuable individuals. Children will identify and moderate their own feelings socially and emotionally. They will express their feelings and consider the feelings and perspectives of others. They will show resilience and perseverance in the face of challenge. Children will know and talk about the different factors that support their overall health and well-being, including exercise, healthy eating, tooth brushing and personal hygiene, limiting screen time, having a good sleep routine and staying safe when out and about.
<b>PHYSICAL DEVELOPMENT</b>	Physical development is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. We will provide activities, resources and experiences to develop gross and fine motor skills. With opportunities for play both indoors and outdoors, we will support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Fine motor control will also be developed through continuous provision and adult focus activities, including small world activities, puzzles, arts and crafts and the practice of using small tools. This is all a pre-cursor to developing the skills for writing.	Children will develop their overall body strength, co-ordination, balance and agility, and will progress towards a more fluent style of moving with developing control and grace. Throughout continuous provision and adult directed tasks children will develop fine motor skills so that they can use a range of tools competently, safely and confidently. When writing children will be able to develop their core muscle strength to achieve a good posture and pencil grip, therefore developing the foundations of a handwriting style which is fast, accurate and efficient. Children will confidently and safely use a range of large and small apparatus, inside and out, alone and in a group including ball skills – throwing, catching, kicking, passing, batting, and aiming.
<b>LITERACY - WRITING</b>	Children will be given opportunities to write during their own play in many different contexts. A high value is given to mark making from the very beginning of Early Years with children being provided with a variety of opportunities and experiences in which to make marks. Children will be taught how to form letters correctly and how to hold a pencil effectively. Through daily phonics teaching children will learn how to write the sounds in words, building up to writing a narrative. A rich literary diet will ensure children have the ideas and structure needed to write a variety of genres including stories, non-fictions, label lists and poems.	Children will write short sentences with known sound-letter correspondence using a capital letter and a full stop. Children will spell words by identifying the sounds and then writing the sound with letter/s and re-read what they have written to check that it makes sense.
<b>LITERACY - READING</b>	We will immerse children in rich and diverse texts and aim for all children to develop a life-long love of reading. Adults will share their own passion for reading with the children, modelling a love and care for books and regularly sharing stories, poems, non-fiction texts and rhymes. Children will also be taught synthetic phonics to enable them to decode and read words and later sentences. These skills will be developed through adult led activities and carefully planned continuous provision.	Children will read individual letters by saying the sounds for them and blending them into words. They will read digraphs and trigraphs and words that contain these. Children will read some common exception words. There will then be 3 x guided reading sessions a week (Decoding/prosody and comprehension) Children will be able to read simple phrases and sentences made up of words with known letter – sound correspondences. Children's reading books will be matched to their current phonic knowledge to build up confidence in word reading and fluency. To support the children's enjoyment of reading as a pleasurable as well as essential skill, children will also take home books to share at home (not matched to phonic attainment).
<b>EXPRESSIVE ART AND DESIGN</b>	Children will have a variety of opportunities to develop their imagination and creativity by experimenting and playing with a wide range of media and materials. By looking at the work of a range of artists and process children will develop an understanding of art and artists. Children will have role-play modelled and adults with play alongside and engage in narrative, enabling children to develop their vocabulary and storytelling. Singing and rhymes are built into daily routines and a great importance is given to singing for pleasure and performing both inside and outside.	Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. They will return to and build on their previous learning, refining ideas and developing their ideas to represent them. Children will create collaboratively, sharing ideas, resources and skills. They will listen attentively, move to, and talk about music, expressing their feelings and responses. Children will watch and talk about dance and performance art, expressing their feelings and responses. They will sing in a group or on their own, increasingly matching the pitch and following the melody. Children will develop storylines in their imaginative play.

<b>UNDERSTANDING THE WORLD</b>	At St Joseph's one of our strengths is our diverse community where we welcome and respect children and families from all over the world. We share and celebrate traditions, experiences, festivals and knowledge of different cultures and communities within our school and beyond. Children will have the opportunity to explore their physical environment through trips experiences and visits. Children will also learn about animals and plants including life cycles and make daily observations on seasons/weather.	Children will talk about members of their own immediate family and community, describing people who are familiar to them. They will comment on images of familiar situations in the past and compare characters from stories, including figures from the past. Children will draw information from a simple map and understand that some places are special to members of their community. They will recognise that people have different beliefs and celebrate special times in different ways. Children will recognise some similarities between life in this country and life in other countries. They will explore the natural world and describe what they see, hear and feel outside. Children will recognise some environments that are different from their own. They will understand the effect of the changing seasons on the natural world around them.
<b>MATHS</b>	Children will have a variety of opportunities to develop their mathematical thinking, explore maths in their play and have new concepts taught and modelled. Children will then be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. Children will develop their mathematical reasoning and vocabulary in all areas including shape, space and measures through a careful mixture of direct teaching, meaningful interaction and exposure to resources, models and manipulatives. We will develop a love for maths and number, investigating patterns, connections and sequencing with a confidence to support or challenge their understanding and that of their peers.	Children will engage in whole class "Maths Mastery" sessions with accompanying PowerPoints. Weekly maths adult focus activities, maths resources and manipulatives inside and out during continuous provision. Planning will follow White Rose maths guidance, considering NCETM progression guidance. Planning will also reflect NCETM Numberblocks support materials and NRICH maths activities. Children will count objects, actions, and sounds beyond 10. They will subitise and link numerals with amounts, compare numbers and understand the "One more/one less" relationship between consecutive numbers. Children will have a secure understanding of the composition of numbers to ten, recalling all bonds to five and some to ten. They will select, rotate, and manipulate shapes to develop spatial reasoning skill, recognising that a shape can have other shapes within it or be used to make a new shape. Children will continue, copy and create repeating patterns and compare length, weight and capacity.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Civilisations Getting to know You	Civilisations People who help us	Sustainability Caring for Our World	Sustainability Caring for Myself	Different & Equal Same and different	Different & Equal Moving On
	Exploration (What makes me special?) Literacy Shed Autumn Continuous Provision Literacy Shed My Community Continuous Provision	Exploration (How shall we get there?) Literacy Shed Toys Continuous Provision Literacy Shed Winter Continuous Provision	Cause and Consequence (Who lives in a house like this?) Literacy Shed Continuous Provision	Cause and Consequence (Who can help me?) Literacy Shed Continuous Provision	Continuity and Change	Continuity and Change
Communication and Language	WeLLcomm screening/Renfrew/BRISC testing where necessary. Settling in activities Learning the language relating to the school day and routines – Good morning/afternoon, would you like milk or water/what fruit would you like for snack etc. Putting on our "listening ears." Rules for contributing to a class/group discussion Polite words and phrases	Prepositions/pronouns and time language Extending phrases/adding adjectives etc. Using new vocabulary in extended phrases and sometimes complete, simple sentences. Talk about familiar and new stories Joining in repeated phrases and using different voices for characters Talking to unfamiliar people – visitors	Prepositions/pronouns and time language "Thumbs up" sentences modelled Sentence starters provided Talking about own experiences – how I spent Christmas etc. Following more complex instructions Be supported to explain – why do we need to re-cycle etc.	Prepositions/pronouns and time language Be confident to use new vocabulary Talk about healthy living and eating – explaining reasoning	Answering open questions Continue to develop vocabulary, including topic specific vocabulary – odd/even, freezing/melting etc. Re-telling and embellishing stories Paired discussions to innovate known stories Begin to compose own stories, often drawing from own experiences new learning	Answering and begin to ask open questions Following two- and three-part instructions Responding appropriately to who, what, where, why questions Express opinions and viewpoints and listen to those of others

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Settling into our new class/getting used to a full day in school. Stories/activities in key groups. Discuss the importance of class rules and how to take care of ourselves, each other, and our environment. Finding out about being safe as pedestrians – Supercat (twinkl) Hygiene routines – when and how to wash hands. Looking at the school lunch menu/talking about what a “good” lunchbox looks like.	Putting on warmer clothes as the weather grows colder – zips, gloves and shoes/boots (on the right feet) Taking turns and agreeing rules for fairness Resolving conflicts with/without adult support	Getting ready for PE and back again Team games – working as part of a team and being a “good sport” Thinking about emotions – our own and others’	How to live a healthy lifestyle Staying hydrated and recognising when we are thirsty Looking at food groups and thinking about a balanced diet How to brush teeth properly	Screen time – what devices do we use and what is too much? Begin to use more complex language to explain/examine our feelings How to play safely in the sun	Getting ready for Year One Sharing memories of Early Years and excitement/concerns about Year One (Child’s voice in annual reports) Enjoying Sports Day – own achievements and those of others
PHYSICAL DEVELOPMENT	Developing pencil grip – tripod in almost all cases Ensure each child has a dominant hand Identify children needing targeted fine motor/core strength support Dough disco etc. for identified children	Outdoor activities – climbing, balancing, moving in different ways  Christmas wrapping and junk modelling – using scissors, tape etc.	Outdoor activities – climbing, balancing, moving in different ways  PE in the hall – dance Warming up and stretching  Handwriting practice	Outdoor activities – climbing, balancing, moving in different ways  PE in the hall – gymnastics  Handwriting practice	Outdoor activities – climbing, balancing, moving in different ways  PE in the hall – ball skills	Outdoor activities – climbing, balancing, moving in different ways  PE in the hall or outside – getting ready for Sports Day  Time on the “big” playground
LITERACY - WRITING	Continue to work on a developing tripod grip, using a range of implements Giving meanings to marks that they make Writing recognisable letter shapes Begin to write the initial letter sound in simple labels Writing name tags for birthday display (Update term by term) Letter formation	Develop upper arm strength Begin to write CVC words with varying levels of support Writing lists and labels, supported with letter formation Letters to Santa Christmas cards	Writing captions with support Label items for recycling Completing pre-prepared sentences with final word or phrase	Label healthy foods, fruit and veg etc. using phonic knowledge Mother’s Day cards Easter cards Using tricky and high frequency words Writing simple sentences with support using digraphs	Father’s Day cards Eid cards Write innovated sentences about stories shared in class Increasingly separate words with finger spaces.	Write simple sentence with increasing independence, using capital letters where needed In key groups, collaborate on a letter to Year One teacher
LITERACY - READING	<b>Little Wandle Autumn 1</b> Dialogic book talk 3xguided reading (Decoding/prosody and comprehension) Daily story and sharing stories inside and out Fiction, non-fiction and rhyme	<b>Little Wandle Autumn 2</b> Dialogic book talk 3xguided reading (Decoding/prosody and comprehension) Daily story and sharing stories inside and out Fiction, non-fiction and rhyme	<b>Little Wandle Spring 1</b> 3xguided reading (Decoding/prosody and comprehension) Daily story and sharing stories inside and out Fiction, non-fiction and poetry	<b>Little Wandle Spring 2</b> 3xguided reading (Decoding/prosody and comprehension) Daily story and sharing stories inside and out Fiction, non-fiction and poetry	<b>Little Wandle Summer 1</b> 3xguided reading (Decoding/prosody and comprehension) Daily story and sharing stories inside and out Fiction, non-fiction and poetry	<b>Little Wandle Summer 2</b> 3xguided reading (Decoding/prosody and comprehension) Daily story and sharing stories inside and out Fiction, non-fiction and poetry
EXPRESSIVE ART AND DESIGN	Daily singing and rhymes. Role play linked to topic inside and out <b>Printing with natural objects (maths link) and familiar items (play dough, sweets etc.)</b> <b>Singing repeating patterns</b> Colour mixing Visit from theatre company	Daily singing and rhymes. Role play linked to topic inside and out Leaf rubbing (pastels) Poppies for Remembrance Day Nativity performance Christmas crafts – decorations and cards <b>Structures - Junk art and bricks</b> <b>Sketching buildings</b>	Daily singing and rhymes. Role play linked to topic inside and out Re-using our Christmas leftovers – wrapping and junk art <b>Healthy Eating collage</b> Coin and bark rubbing (wax crayons)	Daily singing and rhymes. Role play linked to topic inside and out Famous Artist: Van Gogh (Sunflower Day) <b>Collaborative weaving project</b> Cards for Mother’s Day and Easter Be an audience for the Year3/4 Passion play Charranga	Daily singing and rhymes. Role play linked to topic inside and out Charranga Self portraits <b>Draw like a caveman (charcoals)</b> Famous Artist: Kandinsky Giraffes CAN Dance and so can we!	Daily singing and rhymes. Role play linked to topic inside and out Photo collage (transition project) <b>Mechanism with moving parts – pop up insect? Split pin person?</b> Famous Artist: Jackson Pollock Charranga Be an audience for the Year 5/6 production

UNDERSTANDING THE WORLD	<p>Day/date/season and weather          What is happening in our garden?          What animals can we see?          How can we help them?          Citizens of the World Week</p>	<p>Day/date/season and weather          People who help us in the community          (Visit from fire service)          Celebrating Diwali          Autumn Celebrations          Advent traditions – Christingle etc.          Getting ready for Christmas          What clothes do we need as the weather gets colder?          Hibernation          Nocturnal and diurnal animals (Day Monkey, Night Monkey)          STEM Week 1</p>	<p>Day/date/season and weather          How did we celebrate Christmas?          Snow and ice/freezing and melting          Visit to incubating chicks – before and after hatching</p>	<p>Day/date/season and weather          Planting seeds          Signs of Spring          Flower drawings and prints          Healthy eating (including teeth)          Observe Lent          STEM Week 2</p>	<p>Day/date/season and weather          Celebrate Easter          Celebrate Eid          Different sorts of families now and then (family photographs)          Locating country of family origin on a world map          Celebrating difference (Elmer)          Signs of Summer</p>	<p>Day/date/season and weather          Growing butterflies (revisit the lifecycle of the butterfly)          Baby and adult animals          Celebrating Sports Day          Visit from a PSCO          Visit/In-house experience</p>
MATHS	<p>Routines and times of day          Positional language          Matching and sorting          Comparing amounts          Comparing size, mass, and capacity          Simple patterns          Subitising (to be ongoing)          Composition of numbers to 3          Circles and triangles</p>	<p>Representing number          Bigger/smaller          How many?          Numbers to 5 – counting on and back          Who is 4? Who is 5? (birthdays and months of the year)          One more, one less          Shapes with 4 sides          2d shapes/combining shapes          First, next, last</p>	<p>Introducing zero          Comparing numbers to 5          Composition of numbers to 5          Making pairs          Subitising          Combining two groups – how many altogether?          Length and height          Time language          Comparing mass and capacity</p>	<p>Combining two amounts          Numbers to ten – counting, comparing and composition          Odds and evens          Bonds to 10          3d shapes (and re-visit 2d shapes)          Spatial awareness          More complex pattern          Consolidate</p>	<p>Numbers beyond 10 – counting, comparing and composition          Number patterns          Spatial reasoning and positional language          Comparing and manipulating shapes – match, rotate, manipulate          Adding more          Taking away          Compose and decompose</p>	<p>Consolidating key skills – subitising, counting, composition, sorting and matching, comparing and ordering          Develop understanding – applying and reasoning          Patterns and relationships (how many x to make a y?)          Spatial reasoning          Doubling and halving          Even and odd          Numbers beyond 20</p>