

Reception Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Global Curriculum Theme	Power and Governance	Social Justice and Equality	Identity and Diversity	Human Rights	Sustainable Development	Peace and Conflict
Positive Role Models	David Lamy MP Harriet Harman MP Alexandria Ocasio-Cortez	Harvey Milk Rosa Parks Marcus Rashford	Sam King Una Marson	Malala Leslie Thomas	Greta Thunberg Licypriya Kangujam	Walter Tull Olaudah Equiano
National and Whole School Events	Family Feast Black History Month (Oct) Ethiopian New Year's Day Harvest Festival Sukkot	Diwali Anti-Bullying Week	Martin Luther King Jr Day LGBTQI+ History Month (Feb) Safer Internet Day World Poetry Day	World Book Day Holi Easter Ramadan begins	Earth Day Stephen Lawrence Day VE Day	World Ocean Day Windrush Day Mandala Day
Topic Theme	Marvellous Me	Festivals and cultural celebrations	On The Move!: Countries Around The World /Transport	Blue Planet: sea, pollution, animals	Ready, steady, cook! Food, nutrition & sports	Fantasy and adventure: superheroes!
Linked Books / stimulus	I Like Myself Timmy on the Toilet Daisy the Hedgehog Masai and I Ally and the Sea Stars	So Much Sweet Dates To Eat: A Ramadan and Eid Story Lighting a Lamp: Diwali Mog's Christmas	Iggy Peck, Architect Funny Bones Lima's Hot Chilli Playtime (Around The World)	Blue Planet clips and photos Where's the Starfish Commotion in the Ocean	Last Stop on Market Street Goldilocks The Very Hungry Caterpillar	Elliot, Midnight Mummy Sayang Superhero ABC Charlie's Superhero Underpants Super Duck How To Be a Superhero
Literacy (phonics throughout)	Myself stories Oral re-telling	Labels and captions Descriptive posters	Thought bubbles/lists Letters of advice (*I Am Henry)	Statements, writing in role (*I Will Never Eat A Tomato) Recount	Poetry, own version narrative Cooking instructions	Traditional tales and fairy tales: role play, hot seating, story writing, sequencing and retelling

<p>*Literacy Tree</p>	<p>Own versions narrative (*Where the Wild Things Are)</p>	<p>Simple Explanations (*Anasi The Spider)</p>	<p>Labels, writing in role, own version narrative (*The Magic Paintbrush)</p>	<p>(*So Much)</p>	<p>Menu writing</p>	<p>Captions and labels, own version narrative (*Oi Frog)</p> <p>Transition to Year 1 letter</p>
<p>Maths</p> <p>Continuous:</p> <p>Number recognition, Ordering, 1:1 counting, numeral writing and number related songs and rhymes and time</p> <p>*White Rose</p>	<p>Getting the know you: key times of the days, class routines.</p> <p>Recite number names in order 1-10</p> <p>Count reliably up to 5 objects.</p> <p>Begin to recognise none and zero in stories and rhymes.</p> <p>Find 1 more than (up to 5 objects)</p> <p>Sort and match objects, justifying decisions made.</p> <p>Use language such as round, circle, square to describe shapes.</p> <p>Use words such as bigger and smaller to describe size.</p> <p>Use 2D shapes to make pictures and patterns.</p>	<p>Recite number names to 20 and beyond.</p> <p>Count reliably up to 10 objects or actions.</p> <p>Use language such as more/less or greater/smaller to compare 2 numbers up to 5.</p> <p>Begin to use language of doubling and halving.</p> <p>Name 3D shapes: cube, sphere, cone.</p> <p>Put objects in order of size.</p> <p>Use everyday language to describe position.</p> <p>Talk about and describe symmetrical patterns.</p>	<p>Recite number names to 20 and beyond.</p> <p>Recite number names in order counting from 2,3,4.</p> <p>Recite number names in order counting back from 6,5,4.</p> <p>Count reliably up to 12 objects.</p> <p>Begin to use the language involved in addition and subtraction.</p> <p>Relate addition to combining sets and subtraction as taking away.</p> <p>Use the language of doubling and halving, review addition and subtraction with the same digits i.e 2+2 is the same as doibling.</p> <p>Name 3D shapes.</p>	<p>Recite number names to 20 and beyond.</p> <p>Recognise numerals 1-10 and select correct numeral to represent quantities.</p> <p>Compare 2 numbers. Say a number that lies between 2 given numbers up to 10.</p> <p>Recognise small numbers without counting.</p> <p>Count an irregular arrangement of objects.</p> <p>Talk about, recognise and recreate simple patterns.</p> <p>Understand and use vocab relating to money.</p> <p>Make direct comparisons of 2 then 3 lengths or masses.</p>	<p>Recite number names to 20 and beyond</p> <p>Recognise numerals 0-10 and select correct numeral to represent quantities.</p> <p>Ordering numbers.</p> <p>Counting on.</p> <p>Estimation</p> <p>Remove a smaller number from a larger and use counting back to find out how many are left.</p> <p>Use vocab of subtraction.</p> <p>Solve problems including doubling and halving.</p> <p>Name 2D and 3d shapes and use them to make patterns including symmetrical ones.</p>	<p>Recite number names to 20 and beyond.</p> <p>Recognise numerals to 20 and beyond and begin to write them.</p> <p>Count in 2's and 10's.</p> <p>Select 2 groups to make a given total.</p> <p>Estimation beyond 10.</p> <p>Use ordinal numbers.</p> <p>Find 1 more/less.</p> <p>Use developing mathematical ideas and methods to solve practical problems.</p> <p>Use language such as more/less/longer shorter/heavier/lighter to compare more than 2 quantities.</p>

		<p>Fill and empty containers, using language such as full empty, holds more holds less.</p> <p>Begin to use language of time, sequence familiar events.</p>	<p>Use shapes to make pictures and patterns.</p> <p>Solve simple puzzles in practical context.</p> <p>Use language such as more or less, longer or shorter, heavier or lighter to make direct comparisons of 2 quantities.</p>	<p>Know days of the week in order.</p> <p>Use everyday words to describe position and direction.</p>	<p>Use vocab of position, time and money.</p> <p>Know days of the week, months of the year, seasons.</p>	<p>Use shapes to make pictures, models and patterns.</p>
<p>Communication and Language</p> <p><i>Continuous:</i> Through general daily communication with peers, Literacy and role play work</p>	<p>Children will be exposed to new vocabulary linked to ourselves. The children will have opportunity to use appropriate language in the hospital role play area. Children will develop their concentration skills in different contexts and listen for longer periods. Children will have the opportunity to discuss their personal experiences eg when they were a baby.</p>	<p>Children will learn how to ask appropriate questions and listen to different visitors. Children will use what they have heard to take part in discussions and apply it to their independent play.</p>	<p>Children will learn to use story language in their play and use repeated refrains. They will talk about their favourite stories and say what they like and don't like. Children will begin to attend whole school assemblies and develop their concentration skills.</p>	<p>Children will learn how to recall events using the correct tense and use more complex sentences to link their ideas. Children will develop their skills in answering how and why questions related to their experiences.</p>	<p>Children will focus on asking and answering questions in relation to tadpoles and changes they observe. Children will make predictions about what they think might happen using correct tenses and vocabulary.</p>	<p>Children will be exposed to new vocabulary linked to Space. Children will be involved in the EYFS/KS1 sports day where they will be supported to follow instructions involving several ideas or actions.</p>
<p>Physical Development</p> <p><i>Continuous:</i> Games / Gymnastics</p>	<p>Children will be encouraged to become independent in managing own needs eg undressing/dressing themselves for P.E. . Children will play</p>	<p>Children will be encouraged to become independent in managing own needs eg undressing/dressing themselves for P.E. .</p>	<p>Children will experiment with different ways of moving and adjusting speed and direction. Children will play sending and receiving</p>	<p>Children will continue to develop their pencil control and independently forming recognisable letters. Children will be developing their</p>	<p>Children will continue to develop their pencil control and independently forming recognisable letters. Children will be given the opportunity to work</p>	<p>Children will take part in sports day and work in mixed teams. Children will continue to develop their pencil control and independently forming recognisable letters.</p>

Adventure Playground Trikes, Bikes and scooters		stopping and starting games and explore different ways of travelling using different parts of their body. Children will start a regular P.E lesson. Children will learn about classifying healthy and unhealthy foods and the effects it has	Children will be developing their pencil grip and control. Children will learn how to use tools to shape different materials. Children will develop their skills in using small apparatus.	games with bats, balls, bean bags. Children will learn how to transport equipment safely and will be discussing the effects of exercise on their bodies. Children will be developing their independence in managing their own hygiene and personal needs	balance and coordination skills. Children will be developing their independence in managing their own hygiene and personal needs.	as part of a team in their P.E lessons. Children will discuss and learn about sun safety eg, wearing sun tan lotion and sun hats.	Children will have opportunities to manage their own needs as they arise.
Understand ing the world	P e o p l e	Children will look at their own bodies and look and similarities and differences between them which will be recorded using simple computer programmes.	Compare how people celebrate their birthday/ Christmas, Celebration of Diwali, Christmas	Children will explore key workers: bus drivers, train drivers	Foods people eat in different countries and cultures Favourite foods	Describing and sorting materials Plants and animals Minibeast hunt Animals and their habitats Looking after the environment – posters	Children will talk about different superheroes and their powers. What’s my power?
	T h e w o r l d	Children will learn about their new school environment. Children will explore and compare the local environments.	Exploration – Day and Night Animals we see in the day and at night Time- Guy Fawkes story,	Science investigation – how things moves Different types of transport Making their own boat and testing it learn about the differences and similarities with other countries that children have links with.	Growing vegetables – where food is grown around the world	Recycling and deforestation	Making up own fantasy characters (hero) and land Homes and buildings
	T e c h n o	Using simple computer programmes.	Use of age-appropriate software on computer Programmable toys Cd Player Smartboard	Beebots and other vehicles Explore a vehicle	Chromebooks E-safety	Children can take photos of the natural environment outside	Hansel and Gretel – designing their own sweet house (use Chromebooks on 2Paint) (link to Literacy)

I o g y						
<p>Expressive art and design</p> <p><i>Including:</i></p> <p>Exploring and using media and materials</p> <p>Being imaginative</p> <p>Role Play</p>	<p>Children will be looking at self-portraits by Van Gogh, Paul Clay and Picasso. Children will be using different textures to create different body parts.</p> <p>Children will be learning and singing new songs linked bodies.</p>	<p>Celebrations art Diwali/Birthday Party- Food Preparation Decorations for Party Christmas – Food preparation Christmas Cards Focus, pattern making</p> <p>Music: Create own birthday party songs Dance: celebration link Birthday Party, Toy shop, Food festival, songs from different countries</p>	<p>Design a vehicle / something that moves Build vehicles using different materials Junk modelling Music journey – sound walk Down at the station song</p>	<p>Printing and patterns with food Still life painting with flowers and fruit Designing and making something with dry pasta (e.g.)</p>	<p>Children will explore the life cycles of tadpoles, chicks, plants and beans. Children will have the opportunity to learn about what living things need to grow</p> <p>Painting with rubbish Collage of under the sea Making their own sea creature Music: Under the sea music (The Little Mermaid)</p>	<p>Junk modelling Link to Chalk – chalk pictures Making potions</p> <p>Superhero songs</p>
<p>Personal, social and emotional development including:</p> <p>Self Confidence and Self Awareness Managing Feelings and Behaviour Making Relationships</p>	<p>The children will be supported in their transition into Reception and will make new friends. Children will support to explore stories they read to explore feelings and emotions. By talking about their baby photos children will develop their confidence to speak in larger groups</p>	<p>Showing respect celebrating things differently / respect to the environment</p>	<p>Group / teamwork games Turn taking Talking about feelings and emotions Following instructions</p>	<p>Healthy foods and healthy living – how to look after ourselves Being safe out and about Challenges – persevering through challenges (CoEL) Instruction drawing (drawing back to back), with Duplo</p>	<p>Taking care of others and animals Speaking and listening activities Helping – them helping others and others helping them, when to ask for help</p>	<p>Transition and feelings about next year Reflection on year Little Miss Proud – what are they proud of?</p>
<p>Assessment</p>	<p>Baseline Assessments</p>					