







Reception Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Ourselves  | Celebrations  | Fantasy  | People Who Help Us  | Once Upon a Time  | Around the World  |
| <p>We use topics as a starting point for learning each half term. Our topics act as a way to give children a broad range of new experiences and challenges through offering a wide range of learning opportunities, and we can add to the children's learning with visitors and visits linked to our topic focus. Our topics spark new areas of interest for the children which they may not have discovered through their own self-directed play.</p> <p>Alongside our topic learning adults are skilled in swiftly responding to children's own interests and look to develop their learning within these interests wherever possible. The adults interact in a way which supports and progresses children's learning in the moment.</p> | | | | | | |

| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Communication and Language Listening Attention and Understanding Speaking | <p>Communication and Language is taught through all of the interactions that the adults have with the children, and those which the children have with each other. Adults demonstrate how to appropriately interact with one another, and with children. Showing how to listen and respond appropriately. Adults will ask questions, introduce and explain new vocabulary and support children who may have additional speech and language needs with individual intervention programmes.</p> <p>During daily story times teachers would encourage children to engage in conversation about what has been read, asking questions and allowing children opportunities to discuss their own ideas. Teachers will regularly include poems to allow children the opportunity to experiment with rhyme, and will encourage them to join in with familiar poems, songs and stories.</p> <p>We promote a language rich environment where children are supported to develop their language and communication both in focused learning times and during their own independent play with their peers.</p> | | | | | |
| Programme of Study | <p>Pupils should be taught to:</p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> | | | | | |



| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|------------------------------|--------------------------|---|
| Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships | PATHS: Circle time, compliments, basic feelings | PATHS: Emotion sharing, my feelings, self control, do turtle | PATHS: School council, sharing, caring & friendship, problem solving | PATHS: Intermediate feelings | PATHS: Advanced feelings | PATHS: Wrapping up topic Relationships Eductaion: Our Day Keeping Clean Families |
| Programme of Study | Pupils should be taught to: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. | | | | | |

| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Physical Development Gross Motor Skills Fine Motor Skills | <u>Fine Motor Skills</u> In Reception, Fine Motor Skills (FMS) are developed through the children taking part in a variety of activities that are available in continuous provision for when they children access free play. For example, the construction area provides opportunities to manipulate a variety of building resources such as Lego, wooden blocks, train tracks, magnets etc. The sand and water areas have resources such as pumps, marble runs and grabbers which require the use of hands to make them work. The literacy shelves and maths trolley have fine motor resources too such as letter beads, Numicon & pegs and magnetic letters/numbers. In addition to this, each Reception classroom has a Twiddle Table where specific activities are set up to promote fine motor development. These activities encourage the children to practice using their hands and fingers, to manipulate small objects. Activities can include, separating objects with tweezers, stretching elastic bands over tubes, posting toothpicks into slots etc. Fine motor intervention takes place for children that are finding FMS tricky and they are encouraged to take part in specific fine motor activities daily. | | | | | |
| | PE: Focus on personal skills, rules, gross motor skills. Ribbons Hula hoops Gym equipment | PE: Apparatus co-ordination, footwork and balance activities. Bean bag throw and catch | PE: Apparatus co-ordination, footwork, | PE: Apparatus co-ordination, footwork, | PE: Funs 8 - Coordination, sending and receiving | PE: Funs 11 - Agility, ball chasing |

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| | | Touching toes coordination 1 foot balance 2 foot balance Balance walk along rope Running on spot | balance and jumping activities. | balance and jumping activities. | Funs 12 - Agility, reaction and response | Funs 3 - Static balance, floor work | |
| | | Balance boards Thrown & catch big ball | 2 foot jump Star jump Marching on the spot Toe taps co ordination | Side to side bean bag pass Throw at a target Tip toeing Jumping rotations | Apparatus co-ordination, footwork, balance and jumping activities. | Apparatus co-ordination, footwork, balance and jumping activities. | |
| | | | Beanbag balance | Seated crunches | | | Hopping in different directions |
| | | | | Stilts Throw & Catch small ball Throw bean bag in hoop | | | Stacking cups Dice & Star jumps Bowling |
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| Programme of Study | <p>Pupils should be taught to:</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> | | | | | | |

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| Literacy Comprehension Word Reading Writing | s a t p i n m d g o c k | ck e u r h b f l f f l l j v w x y z z z q u c h s h t h t h n g | Ai ee igh oa oo oo ar or ur ow oi ear air ure er | | | Capital letters |
| | | to the no go I he she we me be | was my you they | here all are | said so have like come some were there little one do when out what | Tricky words: Sentence structure revision, extended writing, alien words and sound button revision |
| | Talk through stories: The Koala Who Could Vocab - Risky, clung adventure, chatter, keen, leap, welcoming | Talk through stories: Stickman Vocab - Twirl, tumbling, shove, weary, chuckle, doze, clattering, drifts | Talk through stories: Supertato Vocab - Escaped, gasped, rescue, distress, vanished, crept, leapt, shrieked | Talk through stories: I'm in charge Vocab - Bellowed, startled, barged, sneaked, grinned, dreadful, stomped, refused | Talk through stories: On the Way Home Vocab - Sneaking, gasped, crammed, soaring, vast, gloomy, slithering, struggled | Talk through stories: Slow Samson Vocab - Arrived, distracted, charged, annoyed, sobbed, received, rushed, lonely |
| Programme of Study | Pupils should be taught to: 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). | | | | | |

| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Mathematics Number Numerical Patterns | Baseline assessments Introducing 0-5 Number recognition, using manipulatives, counting 1:1 correspondence | Introducing 6-10 Subitising Number bonds to 5 Quantities & one more/less 2D shapes | Introduce 11-20 Addition Weight/height/capacity Number bonds to 10 Doubling/sharing Counting beyond 20 | Odd/Even Subtraction Subitising & one more/less Number bonds Repeating patterns and shape | Counting beyond 20 Addition/Subtraction Subitising & one more/less Number bonds Doubling/sharing | Odd/Even Addition/Subtraction Number bonds 3D shapes Money Time |
| Programme of Study | Pupils should be taught to: | | | | | |



Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Understanding the World | Much of the learning for UTW takes place during child initiated play, particularly outdoor play where the children have access to Ted's Den which is our wooded outdoor learning space. The children are able to play and learn in a natural environment allowing them to explore and make observations of the natural world. | | | | | |
| Past and Present | Other aspects of UTW are covered by our topic learning, especially our topics for Ourselves, Celebrations, People Who Help us and Around the World where a lot of the learning is focused on discussion around our own and different cultures, different countries of the world, families and relationships etc. Stories, videos and visitors will be used as starting points for discussion and the teachers will move the children's learning from these starting points. | | | | | |
| People, Culture and Communities | | | | | | |
| The Natural World | Topic: Ourselves Our Families Name games Our favourites Pets | Topic: Celebrations Bonfire & Firework safety Diwali Birthdays around the world Nativity story & Christmas celebrations | Topic: Fantasy Knights & Armour Famous scientist - Dr Maggie Aderin-Pocock Mixing potions Space Pirate Science | Topic: People Who Help Us Jobs How to look after ourselves & animals How to stay healthy Fire safety | Topic: Once Upon a Time Fairytales from the past Hansel & Gretel science | Topic: Around the World Animals from different continents Maps Weather |
| | RE: Harvest The Good Shepherd - p116 | RE: Christmas, Diwali The First Christmas - p84 | RE: Chinese New Year A Happy Day (Easter) - p140 | RE: A Kind Stranger - p104 | RE: David and the Giant - p55 | RE: A Special Promise - p12 |
| Programme of Study | Pupils should be taught to: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. | | | | | |

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| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Expressive Arts and Design Creating with Materials Being Imaginative and Expressive | <p>The majority of the elements of EAD are taught and supported through child initiated activities. Each classroom has an identified creative area, which is well stocked with various art & DT materials such as paper, scissors, tape, pom poms, pipe cleaners, paint, etc. These resources allow the children to develop and express their creativity using their own ideas.</p> <p>Adults working in the classroom are available to support, model and extend learning in this area to develop the children's next steps in the moment. Each Reception classroom also has a role play area which is set as a home corner with lots of familiar resources such as table and chairs, oven, sink, washing machine, dolls, food & cutlery. The resources in the role play areas are enhanced over the year to tie in with children's interests and events that are happening in the world. For example, decorations will be added during Diwali/Christmas time, and in September, the children's family portraits will be displayed. Again, during free play, adults are available to support children with their imagination and to extend their learning and ideas in this area.</p> | | | | | |
| Programme of Study | <p>Pupils should be taught to:</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> | | | | | |