

Reception Curriculum Map Overview 25-26

	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? (People who help us)</i>	Summer One <i>Growing</i>	Summer Two <i>Fun at the Seaside!</i>
Values	Compassion	Community	Courage	Curiosity	Vision	Wider Community
WOW Moments	Harvest festival	Theatre Performance Nativity play	Bird Watch walk in the local area Tobogganing	Visit from a Dr, dentist, police, firefighter	Litter picking walk Visit from a baby Trip to a Folly Farm	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)
Physical Development	Gross Motor Get Set 4 PE Introduction to PE Unit 1 Fine Motor ULS Handwriting Units 1, 2 & 3 'Getting Ready to Write' activities appropriate to each child's stage Threading, cutting, weaving, playdough, FM activities Teach and model correct letter formation through daily phonics Develop pencil grip and pressure on the page and letter formation Form letters correctly	Gross Motor Get Set 4 PE Ball Skills Unit 1 Fine Motor ULS Handwriting Units 3 & 4 '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	Gross Motor Get Set 4 PE Dance Unit 1 Fine Motor ULS Handwriting Units 4 continued '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	Gross Motor Get Set 4 PE Fundamentals Unit 1 Fine Motor ULS Handwriting Unit 5 '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	Gross Motor Get Set 4 PE Ball skills Unit 2 Fine Motor ULS Handwriting Unit 5 '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	Gross Motor Get Set 4 PE Games Unit 2 Fine Motor ULS Handwriting Unit 6 & 7 '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>Literacy</p>	<p>ULS - Phase 2 <i>LSP Writing Progression:</i> <i>Transcription:</i></p> <ul style="list-style-type: none"> • Write left to right and top to bottom Using phonics they have been taught: • 'Hold' and write a word or label which has been orally composed and rehearsed as a group/class to fix in working memory usually with finger spaces, that can be read back by themselves <p><i>Composition:</i></p> <ul style="list-style-type: none"> • Repeat sentences relating to a known text • Orally compose sentences relating to a known text • Begin to innovate sentences relating to a known text using given vocabulary <p>Core Texts Peace on Earth The Everywhere Bear Supertato A Little Bit Brave (LSP)</p> <p>Surrounding Texts I Am Henry Finch We're Going on a Bear Hunt Oliver's Vegetables The Enormous Turnip</p>	<p>ULS - Phase 3 <i>LSP Writing Progression:</i> <i>Transcription:</i></p> <ul style="list-style-type: none"> • With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer Using phonics they have been taught: • 'Hold' and write a simple caption/ phrase/ sentence usually with finger spaces which has been composed and rehearsed as a group/ class to fix in working memory using finger spaces, that can be read by themselves and others <p><i>Composition:</i></p> <ul style="list-style-type: none"> • Repeat sentences relating to a known text • Orally compose sentences relating to a known text • Begin to innovate sentences relating to a known text using given vocabulary <p>Core Texts The Three Little Pigs (LSP) Look Up! Whatever Next</p> <p>Surrounding Texts The Gruffalo Alien's Love Underpants Peace at Last One Snowy Night Owl Babies</p>	<p>ULS - Phase 3 Mastery <i>LSP Writing Progression:</i> <i>Transcription:</i></p> <ul style="list-style-type: none"> • Beginning to separate words with spaces without prompting • With adult prompting, use full stops to demarcate simple sentences • With adult prompting, use capital letters at the start of sentences Using phonics they have been taught: • 'Hold' and write a simple sentence usually with finger spaces which has been composed and rehearsed as a group/ class to fix in working memory using finger spaces, that can be read by themselves and others • Begin to innovate when given some phonetically known <p><i>Composition:</i></p> <ul style="list-style-type: none"> • Orally sequence ideas and events in narrative • Orally innovate sentences relating to a known text using independently chosen vocabulary • Orally create sentences given rich vocabulary or phrases that children are familiar with • Orally create sentences using 'story teller language' eg. Once upon a time <p>Core Texts The Goat and the Goat and the Boat (LSP) My Pet Star Handa's Surprise</p> <p>Surrounding Texts Zog The Emperor's Egg Handa's Hen Ruby's Chinese New Year Lost and Found</p>	<p>ULS - Phase 3 Mastery <i>LSP Writing Progression:</i> <i>Transcription:</i></p> <ul style="list-style-type: none"> • Usually separates words with spaces without prompting • Begin to use full stops to demarcate simple sentences without adult prompting • Begin to use capital letters at the start of sentences without adult prompting Using phonics they have been taught: • Orally compose and rehearse an innovated sentence with phonetically known word choices and hold it in memory before writing it, using finger spaces, that can be read by themselves and others e.g. The frog is in the water. The bin is full of rubbish. <p><i>Composition:</i></p> <ul style="list-style-type: none"> • Orally sequence ideas and events in narrative • Orally innovate sentences relating to a known text using independently chosen vocabulary • Orally create sentences given rich vocabulary or phrases that children are familiar with • Orally create sentences using 'story teller language' eg. Once upon a time <p>Core Texts Perfectly Norman (LSP) Little Red Pig the Pug</p> <p>Surrounding Texts The Three Horrid Pigs The Gingerbread Man The Tiger who came to Tea</p>	<p>ULS - Phase 4 <i>LSP Writing Progression:</i> <i>Transcription:</i></p> <ul style="list-style-type: none"> • Separate words with spaces of a roughly consistent size Using phonics they have been taught: • Orally compose and rehearse an invented sentence and hold it in memory before writing it, using finger spaces, that can be read by themselves and others e.g. The frog is in the water. The bin is full of rubbish. <p><i>Composition:</i></p> <ul style="list-style-type: none"> • As a class or group, sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas. • Independently orally create groups of sentences drawing on rich vocabulary and phrases known to pupils • Begin to orally join sentences using 'and' <p>Core Texts Bun on the Run (LSP) 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 <i>LSP Writing Progression:</i> <i>Transcription:</i></p> <ul style="list-style-type: none"> • Separate words with spaces of a roughly consistent size • Independently use full stops to demarcate simple sentences • Independently use capital letters at the start of sentences Using phonics they have been taught: • Orally compose, rehearse and write an invented piece consisting of 2-3 simple sentences on the same subject, that can be read by themselves and others (phonetically plausible attempts) e.g. I went to London. I went to the museum. I saw a dinosaur. <p><i>Composition:</i></p> <ul style="list-style-type: none"> • As a class or group, sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas. • Independently orally create groups of sentences drawing on rich vocabulary and phrases known to pupils • Begin to orally join sentences using 'and' <p>Core Texts Martha Maps It Out (LSP) The Night Pirates The Lighthouse Keeper's Lunch Stella and the Seagull</p> <p>Surrounding Texts Sharing a Shell The Girl and the Dinosaur At the Beach Somebody's Swallowed Stanley</p>
<p>Mathematics</p>	<p>White Rose Matching and sorting Comparing amounts Comparing size, mass and capacity Making simple patterns</p> <p>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 Circles and triangles Shapes with 4 sides</p> <p>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 Length and height Time</p> <p>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 3D Shapes Repeating patterns</p> <p>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</p> <p>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</p> <p>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>Expressive arts and design</p> <p>Charanga</p>	<p>Draw a self-portrait using a mirror Build homes using construction materials Draw/paint a picture of a friend Begin to mix colours Use resources as props Make marks in a variety of ways</p> <p>Create images using natural objects, collage, folding and cutting paper, junk modelling, mixing colour, Use appropriate media to make a representation of themselves.</p> <p>Me!</p>	<p>Use mark making to create different effects using different media, with increasing control</p> <p>Mark make using printing, colour mixing, collage, clay,</p> <p>Use media to make 2D and 3D representations of the same item (birthday cake).</p> <p>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>My Stories</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>Everyone!</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 fire engine)</p> <p>Our World</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>Big Bear Funk</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, create an ocean sensory bottle, use junk modelling to create a sea creature, construct a boat, create a poster about pollution, make a plastic bag jellyfish.</p> <p>Reflect, Rewind and Replay</p>
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