

## Reception Curriculum Map 2024-25

Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Let's celebrate!	Terrific Tales!	Ticket to Ride!	Amazing Animals!	Come Outside!	Let's Explore!
	All about me Family Festivals & celebrations	Traditional tales Fireworks Christmas	Transport Journeys People who help us Space	Minibeasts Life cycles Down on the farm	Plants & flowers Weather Food	At the seaside Pirates Under the sea
<b>Texts</b>	You choose The great big book of families This is our house The colour monster Super duper you Handa's Surprise Mog's birthday Can you find my Eid presents? Binny's Diwali	The Jolly Christmas Postman Goldilocks The 3 Little Pigs Red Riding Hood Gingerbread Man Stickman Jesus' Christmas party The Polar Express <a href="#">Joy to the World!</a> <a href="#">Christmas Around the Globe</a>	We catch the bus Snail in space William Bee's wonderful world of things that go! Mr. Grumpy's outing Oi! Get off my train! Bob, the Man on the Moon We're going on a bear hunt	Tad The Very Hungry Caterpillar Aghh Spider! Mad about Minibeasts Farmyard Hullabaloo The bad-tempered ladybird Owl babies What the ladybird heard	Luna loves gardening The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Seasons come and seasons go	The Treasure of Pirate Frank This is the ship that Jack built Clean up! Look what I found at the seaside Lighthouse Keeper's Lunch Billy's Bucket Commotion in the Ocean The Night Pirates Pirates love Underpants
<b>Phonics</b>	<b>Phase 2 graphemes</b> s a t p i n m d g o c k c k e u r h b f l	<b>Phase 2 graphemes</b> ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)	<b>Phase 3 graphemes</b> ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	<b>Phase 3 graphemes</b> Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end	<b>Phase 4 graphemes</b> Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -est	<b>Phase 4 graphemes</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est

				• words with –es /z/ at the end		• longer words
<b>Mathematics</b>  <b>Number</b> <b>Numerical Patterns</b>	<b>Getting to Know You Just Like Me!</b>  Matching and Sorting Comparing Amounts Comparing Size, Mass & Capacity Exploring Pattern	<b>It's Me 1, 2, 3! Light and Dark</b>  Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and Triangles Positional Language	<b>Alive in 5! Growing 6, 7, 8!</b>  Introducing zero Comparing numbers to 5 Composition of 4 & 5 Comparing Mass and Capacity 6, 7 & 8 – Combining 2 amounts and making pairs. Length & Height Time	<b>Building 9 and 10 Consolidation</b>  Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D Shapes Spatial Awareness Patterns	<b>To 20 and Beyond First, Then, Now</b>  Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning Match, Rotate, Manipulate Adding More Taking Away Spatial Reasoning Compose and Decompose	<b>Find my Pattern On the Move</b>  Doubling Sharing & Grouping Even & Odd Spatial Reasoning Visualise and Build Patterns and Relationships
<b>Physical Development</b>  Gross motor skills  Fine motor skills	Personal-Coordination Static balance  Threading, cutting, playdough, fine motor activities, develop pencil grip	Social-Dynamic balance to agility Static balance  Threading, cutting, playdough, fine motor activities, develop pencil grip	Cognitive-Dynamic balance Static balance  Threading, cutting, playdough, fine motor activities, develop pencil grip	Creative-Coordination Counter balance  Threading, cutting, playdough, fine motor activities, develop pencil grip	Physical-Coordination Agility  Threading, cutting, playdough, fine motor activities, develop pencil grip	Health & Fitness-Agility Static balance  Threading, cutting, playdough, fine motor activities, develop pencil grip
<b>Personal, Social and Emotional Development</b>  Self-regulation  Managing self  Building relationships	<b>Being Me in My World</b>  Self-identity Understanding feelings Working with others Being gentle Rights and responsibilities	<b>Celebrating Difference</b>  Identifying talents Being different Families Being a kind friend Standing up for yourself	<b>Dreams and Goals</b>  Challenges Perseverance Goal-setting Seeking help Jobs Achieving goals	<b>Healthy Me</b>  Exercising Physical activity Healthy food Sleep Keeping clean Safety	<b>Relationships</b>  Family life Friendships Solving friendship problems Dealing with bullying	<b>Changing Me</b>  Bodies Respecting my body Growing up Fun and fears celebrations
<b>RE</b>	Who made the wonderful world?	Why is Christmas so special to Christians?	What can we learn from the stories of Jesus?	What is in an Easter garden?	What makes something special?	Who am I and Where do I belong?

Children in Reception are provided with a stimulating learning environment which encourages learning through play – a fundamental part of early learning.  
The school uses the Early Years Foundation Stage Curriculum to plan learning opportunities in the following areas:

Characteristics of Learning	Prime Areas	Specific Areas
<p>Playing and exploring – engagement</p> <ul style="list-style-type: none"> <li>• Finding out and exploring</li> <li>• Playing with what they know</li> <li>• Being willing to ‘have a go’</li> </ul> <p>Active learning – motivation</p> <ul style="list-style-type: none"> <li>• Being involved and concentrating</li> <li>• Keeping trying</li> <li>• Enjoying achieving what they set out to do</li> </ul> <p>Creating and thinking critically – thinking</p> <ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Making links</li> <li>• Choosing ways to do things</li> </ul>	<p>Communication and Language</p> <ul style="list-style-type: none"> <li>• Listening, attention and understanding</li> <li>• Speaking</li> </ul> <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Managing self</li> <li>• Building relationships</li> </ul> <p>Physical Development</p> <ul style="list-style-type: none"> <li>• Gross motor</li> <li>• Fine motor</li> </ul>	<p>Literacy</p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Word reading</li> <li>• Writing</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Number patterns</li> </ul> <p>Understanding of the World</p> <ul style="list-style-type: none"> <li>• Past and Present</li> <li>• People, culture and communities</li> </ul> <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> <li>• Creating with materials</li> <li>• Being imaginative and expressive</li> </ul>