

## Reception Curriculum Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>All About Me</i>		<i>People who help us</i>		<i>The World Around Us (including minibeasts and the garden)</i>	
<b>Literacy</b>	<b>Where the Wild Things Are</b> 	<b>I am Henry Finch</b> 	<b>The Magic Paintbrush</b> 	<b>The Tiny Seed</b> 	<b>The Night Pirates</b> 	<b>So Much!</b> 
<b>Literacy</b>	Shared Reading – Traditional Tales 	Shared Reading – Families 	Shared Reading – Journeys 	Shared Reading – Rhymes and Poems 	Shared Reading – Non-fiction: Mini-beasts 	Shared Reading: Author Study: Nadia Shireen 
<b>Mathematics</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

<p><b>Understanding the World</b></p>	<p><b>All About Me!</b></p> <ul style="list-style-type: none"> <li>• What makes us special/unique?</li> <li>• What are my likes/dislikes?</li> <li>• What makes my family special? Exploring similarities/differences.</li> <li>• Where are we from?</li> <li>• Exploring emotions and feelings – how to respond.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>People who help us</b></li> <li>• Who helps me at home?</li> <li>• Who helps me at school?</li> <li>• Who helps to keep me safe and healthy?</li> <li>• Explore the lives of people around them and their role in society</li> <li>• Discuss different occupations</li> </ul>		<p><b>The World Around Us (including minibeasts and the garden)</b></p> <ul style="list-style-type: none"> <li>• What is the natural environment? What is man-made?</li> <li>• Make observations and notice patterns in the natural environment (seasonal change).</li> <li>• Talk about how to care for the environment.</li> </ul>	
<p><b>Expressive Arts and Design</b></p>	<p>Artist Study: David Hockney (for 'outside in' school art exhibition)</p> <p>Exploring art through the theme of 'All About Me!'.</p>		<p>Artist Study: Mondrian</p> <p>Exploring art through the theme of 'People who Help Us'</p>		<p>Artist Study: Alma Thomas</p> <p>Exploring art through the theme of 'The World Around Us'.</p>	
<p><b>Physical Development</b></p>	<p>PE Topic – Games (Invasion)</p> <p>Daily fine motor activities – out for children to access independently.</p> <p>Daily gross motor activities – bikes, obstacle equipment etc.</p>	<p>PE Topic – Dance</p> <p>Daily fine motor activities – out for children to access independently.</p> <p>Daily gross motor activities – bikes, obstacle equipment etc.</p>	<p>PE Topic - Gymnastics</p> <p>Daily fine motor activities – out for children to access independently.</p> <p>Daily gross motor activities – bikes, obstacle equipment etc.</p>	<p>PE Topic – Health and Fitness</p> <p>Daily fine motor activities – out for children to access independently.</p> <p>Daily gross motor activities – bikes, obstacle equipment etc.</p>	<p>PE Topic – Games (Striking and Hitting)</p> <p>Daily fine motor activities – out for children to access independently.</p> <p>Daily gross motor activities – bikes, obstacle equipment etc.</p>	<p>PE Topic - Athletics</p> <p>Daily fine motor activities – out for children to access independently.</p> <p>Daily gross motor activities – bikes, obstacle equipment etc.</p>

<b>Personal, Social and Emotional Development</b>	<b>Being Me in My World</b> <ul style="list-style-type: none"> <li>Understanding how it feels to belong and that we are similar and different.</li> <li>Beginning to recognise and manage feelings.</li> <li>Learning how to show kindness and work as part of a team.</li> </ul>	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>Identifying things that we and others are good at.</li> <li>Learning to respect differences and show kindness.</li> <li>Learning how to stand up for myself.</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>Learning how to tackle challenges.</li> <li>Setting goals and working towards them.</li> <li>Using kind words to encourage others and motivate myself.</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>Exploring the link between exercise, sleep, food, hygiene and good health.</li> <li>Exploring oral hygiene.</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Identifying roles within the family.</li> <li>Learning how to solve problems with friends.</li> <li>Understanding the impact of kind and unkind words.</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>Naming parts of the body.</li> <li>Exploring growth.</li> <li>Expressing feelings about moving to year 1 – reflecting on reception.</li> </ul>
<b>Communication and Language</b>	<p>Introduce carpet and circle time rules – talking turns and listening to others.</p> <p>Introduce thinking time (during carpet sessions) – giving children time to decide what they want to say and how they will say it.</p> <p>Daily story time sessions – focussing on good listening and predicting possible endings and events in stories.</p> <p>Recap phase one phonics – phase one walks, rhyming, alliteration, oral segmenting/blending.</p>	<p>Daily story time sessions – focussing on good listening and predicting possible endings and events in stories.</p> <p>Talk about ‘good listening’ and how to be a good listener to others.</p> <p>Circle time – participate in small group, class and one-to-one discussions.</p> <p>Explore communication via musical play, role-</p>	<p>Daily story time sessions – focussing on good listening and predicting possible endings and events in stories.</p> <p>Talk about ‘good listening’ and how to be a good listener to others.</p> <p>Circle time – participate in small group, class and one-to-one discussions.</p> <p>Explore communication via musical play, role-play, rhyming and singing opportunities.</p>	<p>Daily story time sessions – focussing on good listening and predicting possible endings and events in stories.</p> <p>Talk about ‘good listening’ and how to be a good listener to others.</p> <p>Circle time – participate in small group, class and one-to-one discussions.</p> <p>Explore communication via musical play, role-</p>	<p>Daily story time sessions – focussing on good listening and predicting possible endings and events in stories.</p> <p>Talk about ‘good listening’ and how to be a good listener to others.</p> <p>Circle time – participate in small group, class and one-to-one discussions.</p> <p>Explore communication via musical play, role-</p>	<p>Daily story time sessions – focussing on good listening and predicting possible endings and events in stories.</p> <p>Talk about ‘good listening’ and how to be a good listener to others.</p> <p>Circle time – participate in small group, class and one-to-one discussions.</p> <p>Explore communication via musical play, role-</p>

		play, rhyming and singing opportunities.				play, rhyming and singing opportunities.
<b>RE</b>	Who made the wonderful world?	Why is Christmas so special to Christians?	How did Jesus rescue people?	What is so special about Easter?	What are the special symbols and how do Muslims pray?	Who cares for this special world?