

St. Joseph's Catholic Primary School



Curriculum Map

Reception

Characteristics of Effective Learning	Prime Areas	Specific Areas
Playing and exploring – engagement - Finding out and exploring - Playing with what they know - Being willing to 'have a go' Active learning – motivation - Being involved and concentrating - Keeping trying - Enjoying achieving what they set out to do Creating and thinking critically – thinking - Having their own ideas - Making links - Choosing ways to do things	Personal, Social and Emotional - Making relationships - Self-confidence and self-awareness - Managing feelings and behaviour Physical Development - Moving and handling - Health and self-care Communication and Language - Listening and attention - Understanding - Speaking	Literacy - Reading - Writing Mathematics - Numbers - Shape, space and measure Understanding of the world - People and communities - The world - Technology Expressive Arts and Design - Exploring and using media and materials - Being imaginative

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Area of Learning	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
RE	Creation and Covenant		Prophecy and Promise		Galilee to Jerusalem		Desert to Garden		To the Ends of the Earth		Dialogue and Encounter	
Possible Themes/Interests/Lines of Enquiry	LEARNING HOOK: I’m Glad to be Me		LEARNING HOOK: Autumn and its Awesome Festivals		LEARNING HOOK: Not all Superheroes wear capes		LEARNING HOOK: Let’s be Healthy!		LEARNING HOOK: Round and Round the Garden		LEARNING HOOK: The Sun has got his Hat on	
	Families All about me – inc the body Settling into school life	<u>BOOKS:</u> Funnybones Elmer – pshe Brown Bear, Brown Bear All about Families Once there where Giants Peepo	Autumn Festivals Environmental changes Nocturnal animals	<u>BOOKS:</u> Owl Babies Night Animals The Gruffalo Stick Man	Arctic and arctic animals Community helpers Superheroes	<u>BOOKS:</u> Big book of Winter Supertato My Mum is a Superhero Firefighters Ten Little Superheroes	Spring – planting and gardening Food Healthy lifestyle	<u>BOOKS:</u> Handa’s Surprise The Very Hungry Caterpillar The Gingerbread Man Big Book – Spring Oliver’s Vegetables	Bugs Plants Life Cycles	<u>BOOKS:</u> The Enormous Turnip Jack & the Beanstalk Jaspers Beanstalk Selfish Crocodile Minibeast Encyclopaedia Superworm Bean Diary	Weather Environments *Jungle - extinction *Space - First man on the moon *Ocean - pollution	<u>BOOKS:</u> Noah’s Ark Dear Moon, You Matter to Me First Hippo on the Moon Questions and Answers about Weather Monkey Puzzle – link jungle Worm Weather The Weather Girls
	Autumn – Big Autumn Book and Guess How much I love You Season collection Halloween Bonfire Night – Guy Fawkes Christmas – Christmas around the world Remembrance Day				Chinese New Year Mother’s Day Pancake Day Easter				Summer - Summer holidays (past and present) and hot places around the world			
Communication and Language	*Understand how to listen carefully and why listening is important. *Engage in story times.		*Ask questions to find out more and to check they understand what has been said to them. *Develop social phrases *Engage in story times.		*Articulate their ideas and thoughts in well-formed sentences. *Connect one idea or action to another using a range of connectives. *Engage in non-fiction books. *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		*Describe events in some detail *Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.		*Listen to and talk about stories to build familiarity and understanding. *Engage in non-fiction books. *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		*Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. *Use new vocabulary in different contexts.	
	Learn new vocabulary Use new vocabulary through the day		Listen carefully to rhymes and songs, paying attention to how they sound.		Learn rhymes, poems, and songs.		Use new vocabulary in different contexts					
Personal, Social and Emotional Development	*See themselves as a valuable individual. Story sessions- Hand made with love I am me Head, shoulders, knees and toes Ready, Teddy? Health, wellbeing and lifestyle- keeping safe Stepping stones to road safety Health eating and table manners POL ED- Who are the police and how do they help us? Fire safety- Bonfire assembly THRIVE Sessions- Weekly				*Show resilience and perseverance in the face of challenge. I like, you like, we all like All the feelings? Let’s get real Growing up Managing online information- using the internet Privacy and security- examples of personal information THINK be bright be seen POL ED- What are rules? THRIVE Sessions- Weekly				*Think about the perspectives of others. God is love Loving God, loving others Me, you, us What is the internet Playing online Copyright and ownership- work that belongs to me THINK road ranges NSPCC PANTS Being safe in the sun POL ED-How can I be a good friend? THRIVE Sessions- Weekly			
	New beginnings - getting to know each other.		Getting on and falling out.		RSE – A Journey in Love “God loves us in our uniqueness”.		Feelings.		Safety – dangers around us eg road, water, fire.		Good to be me	
	Confidence in trying new activities, building confidence in speaking in small groups.				Aware of others feelings, show sensitivity to others’ needs and feelings.		Citizenship – know right from wrong, understand and follow rules, aware of boundaries.		Keeping healthy food and exercise		Recognise we are all different and special. Economic awareness – what is money?	
NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.												

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Physical Development	*Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene GetSet4PE Introduction to PE	*Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. GetSet4PE: Gymnastics	*Further develop & refine a range of ball skills inc. throwing, catching, kicking, passing, batting, and aiming. *Develop confidence, competence, precision, & accuracy when engaging in activities that involve a ball. GetSet4PE: Dance	*Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian. GetSet4PE: Fundamentals	*Combine different movements with ease and fluency *Develop the foundations of a handwriting style which is fast, accurate and efficient. GetSet4PE: Ball Skills	*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. SPORTS DAY GetSet4PE: Games/Sports Day
	*Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.					
Literacy *Squiggle whilst you Wiggle *Dough Disco *Drawing Club	*Read individual letters by saying the sounds for them.	*Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	*Read some letter groups that each represent one sound and say sounds for them. *Read some common exception words matched to the school’s phonic programme.	*Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. *Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	*Form capital letters correctly. *Spell words by identifying the sounds and then writing the sound with letter/s.	*Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. *Re-read what they have written to check that it makes sense.
	*Form lower-case *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. *Anticipate – where appropriate – key events in stories. *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.					
RWI Phonics	Set 1	Set 1	Set 2	Set 2	Set 2	Set 2
Mathematics NCETM Mastering Number and White Rose	Subitising within 3 Counting, ordinality and cardinality Explore how numbers are made of 1s Composition of 3 and 4 Comparing sets and quantities Size, mass and capacity Provision: Matching, sorting, comparing amounts, size, mass, capacity, and simple AB patterns.	Counting skills The five-ness of 5 Part-part-whole relationships Counting to 10 and beyond Shape Positional language and time Provision: Exploring circles, triangles, positional language, and time.	Subitising within 5 Matching numerals to quantities Number order and staircase pattern Composition of 5 Composition of 6 and 7 as 5 and a bit Provision: Mass/capacity, counting to 8, combining amounts, and making pairs.	Ordering numbers Comparing numbers and quantities Composition of 7 Doubles Odd and even patterns Provision: Counting to 9 and 10, exploring 3D shapes, spatial awareness, measuring length, height, and time sequencing. [2, 4, 5, 6]	Counting larger sets Subitising to 6 Composition: 5 and a bit Composition of 10 Comparison and ordinality through games Provision: To 20 and Beyond & First, Then, Now, building numbers beyond 10, counting patterns, adding more, taking away (subtraction), and spatial reasoning/composition of shapes.	Review and assess Provision: Exploring doubling, sharing, grouping, odd and even numbers, deep spatial relationships, mapping.
Books relating to Maths teaching	Goldilocks and the Three Bears The Three Billy Goats Gruff The Three Little Pigs Dear Zoo by Rod Campbell Songs and rhymes Three Blind Mice Baa, Baa, Black Sheep Hickory Dickory Dock Head, Shoulders, Knees and Toes	The Very Hungry Caterpillar by Eric Carle Rosie's Walk by Pat Hutchins Mouse Shapes by Ellen Stoll Walsh Handa's Surprise by Eileen Browne Songs and rhymes Five Little Ducks Five Little Speckled Frogs 1, 2, 3, 4, 5, Once I Caught a Fish Alive One, Two, Buckle My Shoe	Five Creatures by Emily Jenkins Anno's Counting Book by Mitsumasa Anno One Is a Snail, Ten Is a Crab by April Pulley Sayre and Jeff Sayre Ten Black Dots by Donald Crews Songs and rhymes Five Little Men in a Flying Saucer Five Little Monkeys - One Potato, Two Potato The Ants Go Marching	Double the Ducks by Stuart J. Murphy Odd Dog Out by Rob Biddulph Jack and the Beanstalk The Enormous Turnip Songs and rhymes One, Two, Buckle My Shoe The Ants Go Marching Two by Two Ten Fat Sausages Hickory Dickory Dock	How Many Snails? by Paul Giganti Jr. Mouse Count by Ellen Stoll Walsh Ten Red Apples by Pat Hutchins One Is a Snail, Ten Is a Crab Songs and rhymes Ten Green Bottles Ten in the Bed Ten Fat Sausages Zoom, Zoom, Zoom, We're Going to the Moon	The Doorbell Rang by Pat Hutchins Double the Ducks by Stuart J. Murphy We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury Songs and rhymes The Ants Go Marching Here We Go Round the Mulberry Bush The Grand Old Duke of York
Understanding the World	Talk about members of their immediate family and community – All about Families Name and describe people who are familiar to them - Peepo . Comment on images of familiar situations in the past – Once there were Giants	Recognise that people have different beliefs and celebrate special times in different ways – Mama Panya’s Pancakes: A Village Tale from Kenya . Compare and contrast characters from stories, including figures from the past –	Draw information from a simple map - Lost and Found . Compare and contrast characters from stories, including figures from the past – Super Ted	Recognise some environments that are different to the one in which they live and talk about the natural world around them and compare to different environments – Handa’s Surprise / Welcome to our World	Explore the natural world around them including their environment, plants and animals - Somebody Swallowed Stanley (Sea pollution).	Recognise some similarities and differences between life in this country and life in other countries - CBeebeis “Where in the World” . Recognise some environments that are different to the one in which they live.

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		Guy Fawkes, Sir Tom – Remembrance Day	Understand that some places are special to members of their community.			Neil Armstrong - Space
	Science: Seasonal changes – exploring colour changes: Skittle experiment			Science: Floating and Sinking		
Expressive Arts and Design	Develop storylines in their pretend play Drawing and Painting Self Portraits - encourage adding features Colour Mixing inc adding black and white to alter shade	Sing in a group or on their own, increasingly matching the pitch and following the melody. Craft – work on scrunch, twist, fold, bend, roll	Return to and build on their previous learning, refining ideas and developing their ability to represent them Weaving – police car	Create collaboratively sharing ideas, resources, and skills. Fruit & Veg printing - creating patterns Clay cross - Easter	Listen attentively, move to and talk about music, expressing their feelings and responses. Drawing – draw landscapes	Watch and talk about dance and performance art, expressing their feelings and responses Create a star contraption T4W Make environment with junk - adding materials to develop model
	Singing Nursery Rhymes and playing instruments (know names) in time to music			Experiment with colour, design, texture, form and function		
	Dance routines - https://www.bbc.co.uk/teach/school-radio/dance-ks1-lets-move-home/zmvcp8			Watches dances and performances – Chinese New Year performances		