



Curriculum Map

Reception 25-26



Subject	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
RE	Myself - God knows and loves each one.	Judaism - Hannukah	Welcome - Baptism: a welcome to God's family.	Birthdays - Looking forward to Jesus' birthday.	Celebrating - People celebrate in Church.	Islam – Which objects are precious to Musli	Gathering - Parish family gathers to celebrate Eucharist.	Growing - Looking forward to Easter.	Good News - Passing on the Good News of Jesus.	Friends - Friends of Jesus.	Our World - God's wonderful world.	
Theme	Ourselves- What can my body do?		Space Travel		Castles and Dragons- Who might live in a castle?		Fairy Tales Can you build a new home for The Three Little Pigs?		In the garden- Minibeasts / growing. Animals		Out and about Exploring our world.	
Personal, Social and Emotional Development	Ten:Ten Story Sessions – Handmade with Love I am Me Heads, shoulders, knee and toes Ready Teddy? Rules keep us safe and healthy.		Stepping Stones to Road Safety Healthy eating Table manners		Ten:Ten I like, You like, We all like All the Feelings! Let's Get Real Growing Up Managing Online safety		THINK – Be Bright, Be Seen Privacy and security		Ten:Ten God is Love Loving God, Loving Others Me, You, Us What is the Internet? Playing Online Copyright and ownership To know that work I create belongs to me.		NSPCC Pants rule Being safe in the sun.	
Communication and Language	Speaking in full sentences, asking and answering questions. Listening attentively in a range of situations including to stories.				Ask questions to find out more and to check what has been said. Use talk to give simple explanations and to share their ideas.				Participating in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offering explanations for why things might happen, making use of recently introduced vocabulary.			
Physical Development	Intro to PE		Gymnastics		Dance		Fundamentals		Ball skills		Games/ Sports day practise	
	Developing small motor skills in order to use a range of tools, including, pencils for writing, scissors, paintbrushes and cutlery with control.				Fine motor skills- Continue to learn to form letters correctly using a comfortable pencil grip.				Fine motor skills – Form lower case letters correctly. Begin to draw with care and accuracy.			
Literacy	Developing our phonological awareness- recognising letter sounds and beginning to blend sounds for reading. Sharing a range of stories Learning to form letters correctly, writing our names and other simple words. Key Texts Autumn 1 My Body Non Fiction Funny bones I will never eat a tomato				Reading- blending sounds into words and beginning to read simple captions and sentences. Writing- spelling simple words, identifying the sounds and then writing each letter. Key Texts Spring 1 The Mitton Link to seasonal change There is no such thing as a Dragon in this story.				Write simple phrases and sentences that can be read by others. Read aloud simple sentences and books that are consistent with their phonic knowledge Key Texts Summer 1 Jasper's Beanstalk Duck say's no			

	<p>Owl Babies Peace at last Coming to England Black History month Going on a Leaf Hunt – Link to seasonal change</p> <p>Key Texts Autumn 2 The little Red Hen- Link to seasonal change harvest Not now Bernard Goodnight Spaceman The Naughty Bus Whatever next One Snowy Night – Link to seasonal change The Nativity Story</p>	<p>Lullabyhullabaloo Where the wild things are. Little Lumpty The Great Race -Links to Chinese New Year Key Texts Spring 2 3 Billy Goats Gruff Goldilocks/ A new Chair for Baby Bear Gingerbread man Super Sid The Tiger that came to tea. The Easter Story</p>	<p>There's a Tiger in the garden Superworm The Greedy Bee Penguin Polly Dunbar Penguin by Potly Dunbar Key Texts Summer 2 Winnie under the Sea Lost and found What the Ladybird heard at the Seaside The Lighthouse Keepers Lunch The Night Pirates</p>
Maths	<p>Identify when a set can be subitised and when counting is needed up to 5.</p> <ul style="list-style-type: none"> • subitise different arrangements, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see • spot smaller numbers 'hiding' inside larger numbers <p>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts <p>Pattern Sequencing events- My Day</p>	<p>Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</p> <ul style="list-style-type: none"> • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers <p>understand that two equal groups can be called a 'double' and connect this to finger patterns</p> <ul style="list-style-type: none"> • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <p>understand that two equal groups can be called a 'double' and connect this to finger patterns</p> <ul style="list-style-type: none"> • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <p>Shape and Space- Exploring 2D and 3D shapes Explore symmetrical patterns</p>	<p>Continue to develop their counting skills, counting larger sets as well as counting actions and sounds</p> <ul style="list-style-type: none"> • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 <p>Begin to generalise about 'one more than' and 'one less than' numbers within 10</p> <ul style="list-style-type: none"> • continue to identify when sets can be subitised and when counting is necessary <p>Length & Height, Weight, Capacity, Positional Language</p>
Understanding of the World	<p>Exploring the natural world through images, stories and hand on experiences.</p> <p>Using our senses to explore a range of natural objects.</p> <p>Exploring forces relating to pushes and pulls</p> <p>Recognising some changes in the natural world including the seasons.</p> <p>How have the way we travel changed? Making</p>	<p>Investigate a range of natural and man-made materials and explore their properties.</p> <p>Recognising some changes in the natural world including the seasons.</p> <p>The life of Queen Elizabeth II and King Charles</p> <p>Draw simple maps based on well-known stories.</p>	<p>Recognising some changes in the natural world including the seasons.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the seaside now and in the past drawing on their experiences and what has been read in class.</p>

	<p>observations about similarities and differences. Listen to stories of the first space explorations. Make observations about the children's immediate surroundings using some geographical language to describe features.</p>		<p>Explain some similarities and differences between life in this country and life in other countries Know some similarities and differences between the natural world around them and contrasting environments.</p>
Expressive Art and Design	<p>Develop ideas in pretend play, in role play area and small world play. Using drawing to represent ideas. Colour Mixing – link to seasonal change Autumn colours. Self-Portraits. Exploring textiles including wool wrapping – link to the night sky creating sunsets. Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p>	<p>Create 3D models using a range of different materials, learning how to join and fix materials together. Uses experiences and learnt stories to develop storylines.</p> <p>Collage (including fabric)</p> <p>Drawing Different Buildings Painting and Printing Techniques – link to Winter theme using cool colours.</p> <p>Sing a range of well-known nursery rhymes and songs</p>	<p>Uses imagination to develop own storylines creating complex small worlds in order to explore different environments and stories</p> <p>Combining Materials working with fabrics 3D Sculptures Large Scale Transient Art</p> <p>Observational Drawing</p> <p>Perform a range of nursery rhymes or songs by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part.</p>