



Reception Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education	<p>Family: Myself God knows and loves each one of us</p> <p>Welcome Baptism- A welcome to God's family</p>	<p>Birthday Looking forward to Jesus' birthday</p> <p>Hinduism Diwali</p> <p>Judaism Hanukkah</p>	<p>Celebrating People celebrate in church</p> <p>Gathering Parish family gathers to celebrate the Eucharist</p>	<p>Gathering Parish family gathers to celebrate the Eucharist</p> <p>Growing Looking forward to Easter</p>	<p>Good News Passing on the Good News of Jesus</p> <p>Islam Prayer mats</p>	<p>Friends Friends of Jesus</p> <p>Our World God's wonderful world</p>
Personal, Social and Emotional Development	Settling in period. Getting to know one another and creating friendships. Knowing, understanding and following class/school rules.	Children demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. They understand that their actions affect other people.	Children become more outgoing to unfamiliar people. Children begin to adapt their behaviour to different events, social situations and changes in routine.	Children are confident to speak to others about own needs, wants, interests and opinions. They can usually adapt behaviour to different events, social situations and changes in routine.	Children play cooperatively, taking turns with others. They can describe self in positive terms and talk about abilities. Children are beginning to be able to negotiate and solve problems without aggression.	Children are outgoing towards unfamiliar people and more confident in new social situations. Children show sensitively to others' needs and feelings, forming positive relationships.
Physical Development:	Real P.E: Unit 1 Personal Cog (Achieved through internal and external play)	Real P.E: Unit 2 Social Cog Balls skills Unit 2	Real P.E: Unit 3 Cognitive Cog Gymnastics	Real P.E: Unit 4 Creative Cog Dance Unit 2	Real P.E: Unit 5 Physical Cog Fundamentals Unit 2	Real PE: Unit 6: Health and Fitness Cog Games Unit 2
Literacy: Communication and Language and phonics	Topic: All About Me Text: On Sudden Hill by Linda Sarah and Benji Davies Phonics: Phase 1 re-cap and Phase 2 Taught through 'Little Wandle Letters and Sounds'	Topic: Seasons and Celebrations Text: Here's a little poem by various authors Phonics: Phase 2 Taught through 'Little Wandle Letters and Sounds'	Topic: Travel Text: Astro Girl by Ken Wilson-Max Phonics: Phases 2 revision and Phase 3 Taught through 'Little Wandle Letters and Sounds'	Topic: People Who Help Us Text: Biscuit Bear by Mini Grey Phonics: Phases 2 revision and Phase 3 Taught through 'Little Wandle Letters and Sounds'	Topic: Creatures Text: Aaaarrgghh Spider by Lydia Monks Phonics: Phases 2 and 3 revision, starting Phase 4 Taught through 'Little Wandle Letters and Sounds'	Topic: Traditional Tales Text: The Leopard's Drum by Jessica Souhami Phonics: Phases 2 and 3 revision, Phase 4 Taught through 'Little Wandle Letters and Sounds'
Mathematics: Numbers	Number: Government baseline assessments, counting, number recognition, number formation and ordering.	Number recognition, number formation and ordering. 2D shapes, patterns and subitising to 3.	Introduction to addition and subtraction, number bonds to 5, subitising to 5, estimation and continuation of number.	Sequencing, patterns, weight, number sentences, number bonds 0 – 10, subitising to 7 and continuation of number.	Doubling, link the number symbol with its cardinal number value, 3D shapes, subitising to 8 and continuation of number.	Sharing, halving subitising to 10 and beyond and continuation of number.
Understanding the world:	ICT: Rising Stars Unit 1 – 3 Knows some of the things that make them unique. Can talk about some of the similarities and differences in relation to friends or family. Shows interest in different occupations and ways of life.	ICT: Rising Stars Unit 4 – 6 Remembers and describes special times or events for family or friends. Recognises and describes special times or events for family or friends. Can talk about some of the things they have observed. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers.	ICT: Rising Stars Unit 7- 9 Children enjoy joining in with family customs and routines. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Completes a simple program on a computer. Knows what makes them unique, and can discuss similarities and differences in relation to friends and family.	ICT: Rising Stars Unit 10 - 12 Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change. Uses ICT hardware to interact with age-appropriate computer software. Enjoys joining in with family customs and routines.	ICT: Rising Stars Unit 13 - 15 Children can talk about past and present events in their own and families lives. Children talk about the features of their own immediate environment and how environments might vary from one another. Develops an understanding of growth, decay and changes over time. Children recognise that a range of technology is used in home and school.	ICT: Rising Stars Unit 16 - 18 Children make observations of animals and plants and explain why some things occur and talk about changes. They know that children like/enjoy different things and are sensitive to this. Children know similarities and differences between themselves and others. They can select and use technology for particular purposes.
Expressive arts and design:	Children enjoy joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Engages in imaginative role-play based on own first-hand experiences. Sings to self and makes up simple songs.	Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Uses movement to express feelings. Create movement in response to music. Makes up rhythms.	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Creates simple representations of events, people and objects. Chooses particular colours to use for a purpose.	Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme.	Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Plays co-operatively as part of a group to develop and act out a narrative.	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.