

Year: Reception - Curriculum Map 2020-2021

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Personal and Social Development</p>	<p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Children play co-operatively, taking turns with others.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p>Explains own knowledge and understanding and asks appropriate questions of others.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p>	<p>They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>They say when they do or don't need help.</p> <p>They work as part of a group or class, and understand and follow the rules.</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Children play co-operatively, taking turns with others.</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Children are confident to try new activities, and say why they like some activities more than others.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences.</p>	<p>Children play co-operatively, taking turns with others.</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Children are confident to try new activities, and say why they like some activities more than others.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>They work as part of a group or class, and understand and follow the rules.</p>	<p>Children play co-operatively, taking turns with others.</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Children are confident to try new activities, and say why they like some activities more than others.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow the rules.</p>

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<p>Physical Development</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>•Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Usually dry and clean during the day.</p> <p>Shows understanding of how to transport and store equipment safely.</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<p>Communication and Language</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p>	<p>Two-channelled attention – can listen and do for short span.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Able to follow a story without pictures or props.</p>	<p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Children follow instructions involving several ideas or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>

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	<p>Children follow instructions involving several ideas or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Links statements and sticks to a main theme or intention.</p>	<p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively, showing awareness of listeners' needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Children express themselves effectively, showing awareness of listeners' needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Children follow instructions involving several ideas or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Children express themselves effectively, showing awareness of listeners' needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>
Literacy	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Hears and says the initial sound in words.</p> <p>Enjoys an increasing range of books.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>	<p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p>	<p>Continues a rhyming string.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Uses some clearly identifiable letters to</p>	<p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common</p>	<p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others</p>	<p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be</p>







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	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>Begins to break the flow of speech into words.</p> <p>Hears and says the initial sound in words.</p>	<p>communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p>	<p>irregular words.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p>	<p>about what they have read.</p> <p>They write simple sentences which can be read by themselves and others.</p>	<p>read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>
<p>Power of Reading Texts</p>	 	  		 	 	  

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<p>Literacy: Genres/ Other texts covered</p>	<p>Fiction: Bubble Trouble Lost and Found Starting school</p> <p>Poetry: Here's a little poem.</p>	<p>Information: Yucky Worms First Facts: Bugs First fabulous facts</p> <p>Fiction: The Very hungry Caterpillar Snail Trail The Jolly Christmas postman</p>	<p>Fiction: Goldilocks and the three bears. The three little pigs The gingerbread man Jack and the beanstalk</p>	<p>Information: Our very own dog Looking after cats and kittens Looking after dogs and Puppies</p> <p>Fiction: The great pet sale Kippers new pet</p>	<p>Information: First Farm facts Roots</p> <p>Fiction: A squash and a squeeze Oliver's vegetables</p>	<p>Fiction: The lion who wanted to love Giraffe's can't dance Meerkat mail</p> <p>Non- Fiction: African animals</p> <p>Poetry: All join in</p>
<p>Maths</p>	<p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects</p> <p>Counts an irregular arrangement of up to ten objects.</p>	<p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</p> <p>Selects a particular named shape.</p> <p>Can describe their relative</p>	<p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>	<p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Children use everyday language to talk about size , position, weight, time, money and distance to compare quantities and objects and to solve problems.</p>	<p>Children count reliably with numbers from one to 20.</p> <p>Place numbers in order.</p> <p>Say which number is one more or one less than a given number.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Using quantities and objects, they add two single-digit numbers and count on to find the answer.</p> <p>Using quantities and objects, they subtract two single-digit numbers and back to find the answer.</p> <p>Children use everyday language to talk about time to compare quantities and objects and to solve problems.</p> <p>Children use everyday language to talk about money to compare quantities and objects and to solve problems.</p> <p>They recognise, create and describe patterns.</p>

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	<p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Orders two or three items by length or height.</p>	<p>position such as '<i>behind</i>' or '<i>next to</i>'.</p> <p>Orders two items by weight or capacity.</p> <p>Uses everyday language related to time.</p>	<p>They solve problems, including doubling, halving and sharing.</p> <p>Children use everyday language to talk about size, position, weight, time, money and distance to compare quantities and objects and to solve problems.</p>			<p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
RE	Myself	Welcome Birthdays	Celebrations	Gathering Growing	Good News	Friends Our World
Topic	 <p>Making Friends</p>	 <p>Beasts, big & small</p>	 <p>Story time</p>	 <p>Pets</p>	 <p>Food & Farming</p>	 <p>Let's go on Safari</p>
Understanding of the World	<p>Enjoys joining in with family customs and routines.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Looks closely at similarities, differences, patterns and change.</p>	<p>Enjoys joining in with family customs and routines.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to</p>	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and</p>	<p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>They talk about the features</p>

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	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p> <p>They select and use technology for particular purposes.</p>	<p>interact with age-appropriate computer software.</p>	<p>Children recognise that a range of technology is used in places such as homes and schools.</p>	<p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>	<p>traditions.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p>	<p>of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p>
EAD	<p>Explores what happens when they mix colours</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Create simple representations of events, people and objects</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Chooses particular colours to use for a purpose.</p>	<p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Plays alongside other children who are engaged in the same theme.</p>	<p>Understands that different media can be combined to create new effects.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through, art, music, dance, role play and stories.</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through, art, music, dance, role play and stories.</p>

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<p>Music</p> <p>Charanga</p>	 <p>Taps out simple repeated rhythms.</p> <p>Explores the different sounds of instruments.</p> <p>Begins to build a repertoire of songs and dances</p>	 <p>Taps out simple repeated rhythms.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments</p>	 <p>Explores the different sounds of instruments.</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	 <p>Begins to build a repertoire of songs and dances</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	 <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Explores the different sounds of instruments</p>	 <p>Begins to build a repertoire of songs and dances</p> <p>They represent their own ideas, thoughts and feelings through art, music, dance, role play and stories.</p>
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