

Ursuline Catholic Primary School

Reception Curriculum Map 2018-19

Term 1		Term 2		Term 3	
1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
<ul style="list-style-type: none"> • Welcome to school! • Exploring Autumn • <i>The Gingerbread Man</i> • Incidental- Fire engine visit. 	<ul style="list-style-type: none"> • Sharing and giving. • <i>Room on the Broom</i> • <i>Stick Man</i> • Nativity • Incidental - Hedgehog visit. 	<ul style="list-style-type: none"> • Twinkle, Twinkle, little star. • Space • <i>How to catch a star.</i> • Incidental 	<ul style="list-style-type: none"> • Who lives in the woods? • <i>Gruffalo</i> • <i>Little Red Riding Hood</i> • <i>Where's my teddy?</i> • Incidental 	<ul style="list-style-type: none"> • Wheels, wings and things. • Transport • Incidental 	<ul style="list-style-type: none"> • What's at the beach? • <i>The Snail and the Whale.</i> • Incidental

PS&ED	<p>Gaining confidence to talk to other children and staff and to ask for help.</p> <p>Enjoy the responsibility of carrying out small tasks.</p> <p>Learning to understand our feelings and accept the needs of others.</p>	<p>Shows confidence in asking for help.</p> <p>Take turns to share resources.</p> <p>Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and adults.</p>	<p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Be aware of own feelings and understand own actions affect other people.</p> <p>Initiates conversations and take into account what others say.</p>	<p>Describe self in positive terms and talk about abilities.</p> <p>Be aware of boundaries set and behavioural expectations.</p> <p>Explains own knowledge and understanding and asks appropriate questions.</p>	<p>Children are confident to try new activities and say why they like some activities more than others.</p> <p>To work as part of a group and be able to negotiate and solve problems without aggression.</p> <p>Take account of one another's ideas.</p>	<p>Be confident to speak in a familiar group, talk about their ideas and choose resources they need.</p> <p>Adjust behaviour to different situations and take changes of routine in their stride.</p> <p>Show sensitivity to others needs.</p>
C&L	<p>Learning to listen and focus attention.</p> <p>Learning to follow instructions.</p> <p>Using talk to share and link our thoughts.</p>	<p>Listens to others one to one or in small groups.</p> <p>Listen to stories with increasing attention and recall.</p> <p>Begin to understand 'why' and 'how' questions.</p> <p>Can retell a simple past event in the correct order.</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Responds to instructions involving a two part sequence.</p> <p>Uses language to imagine and re-create roles and experiences in play situations.</p> <p>Introduce a storyline or narrative into their play.</p>	<p>Two-channelled attention and can listen and do for a short span.</p> <p>Can listen attentively in a range of situations.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Give attention to what others say and respond appropriately while engaged in another activity.</p> <p>Follow instructions involving several ideas or actions. Ask 'how' or 'why' questions.</p> <p>Children express themselves effectively showing awareness of listeners needs.</p>	<p>Listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To develop their own narrative and explanations by connecting ideas and events.</p>

<p style="text-align: center;">PD</p>	<p>Getting changed for P.E. and outdoor play. Developing correct pencil grip and letter formation. Can usually wash and dry hands. Shows understanding of how to transport and store equipment safely.</p>	<p>Moves freely and with pleasure and confidence in a range of ways. Use one handed tools and equipment safely. Continue to develop letter formation.</p>	<p>Experiments with different ways of moving. Draws lines and circles using gross motor skills. Continue to develop letter formation with good control.</p>	<p>Use simple tools to effect changes to materials. Can show good control and coordination in large and small movements.</p>	<p>Can practise some appropriate safety measures without direct supervision. Can handle equipment and tools effectively, including pencils for writing.</p>	<p>To understand the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>
<p style="text-align: center;">LIT</p>	<p>Learning nursery rhymes and a traditional tale. Joining in repeated refrains. Continues a rhyming string. Hears and says initial sounds in words Phonics phase 2 Sets 1, 2 & 3 Begins to break the flow of speech into words. Begin to use correct pencil grip and form some identifiable letters. Writing own name.</p>	<p>Describes main story settings, events and principle characters. Links sounds to letters, beginning to name and sound letters of the alphabet. Phonics phase 2, sets 3, 4 & 5. Writing learned graphemes. Begin to segment the sounds in simple words and blend them together.</p>	<p>Shows an interest in illustrations and print in books and print in the environment. Begins to read words. Phonics revise phase 2. Phase 3 sets 5 & 6. Write own name independently. Use some clearly identifiable letters representing some sounds correctly and in sequence.</p>	<p>Listens to stories with increasing attention and recall. Suggests how the story might end. Enjoys an increasing range of books. Phonics continue phase 3. Graphemes /ch/ /sh/ /th/ Write labels and captions. Write simple words using known sounds.</p>	<p>Knows that information can be retrieved from books and computers. Begin to recognise the way books are structured looking at stories and information (fact and fiction). Phonics continue phase 3. Graphemes /ng/ /ai/ /ee/ Write labels and captions. Attempts to write short sentences in a meaningful context.</p>	<p>Enjoys an increasing range of books. Confident to segment and blend confidently. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Continue phonics phase 3. Graphemes /igh/ /oa/ /oo/ Attempts to write short sentences in meaningful context.</p>

MAT	<p>Number songs and games. Matching numeral and quantity. Using positional language.</p>	<p>Compares two groups of objects, saying when they have the same number. Separates a group of objects in different ways, beginning to recognise that the total is the same. Uses positional language. Uses shapes appropriately for tasks. Orders three or more items by length or height.</p>	<p>Counts out up to six objects from a larger group. Estimates how many objects they can see and checks by counting them.</p> <p>Talk about the shape of everyday objects e.g. round and tall. Selects a particular named shape. Uses everyday language relating to time.</p>	<p>Uses the language of more and fewer to compare two sets of objects. Says the number that is one more than a given number. Can describe their relative position such as 'behind' or 'next to'.</p>	<p>Finds one more or one less from a group of up to five objects then ten objects. Says the total number of items in two groups by counting all of them. Orders and sequences events or processes.</p>	<p>Use the vocabulary involved in addition and subtraction in practical activities and discussions. Records using marks that they can interpret and explain.</p> <p>Beginning to use everyday language related to money.</p>
UW	<p>Talk about own experiences. Show interest in different occupations and ways of life. Share our observations of natural found objects. Using smart board to complete a game.</p>	<p>Recognises and describes special times or events, family or friends. Comments and asks questions about aspects of their familiar world such as where they live and or the natural world. Knows how to operate simple equipment.</p>	<p>Shows an interest in different occupations and ways of life. Talks about why things happen and how things work. Shows skill in making toys work by lifting flaps or pressing parts to achieve effects such as sound, movements or new images.</p>	<p>Knows some things that make them unique and can talk about similarities or differences. Developing an understanding of growth, decay and changes over time. Knows that information can be retrieved from computers.</p>	<p>Remembers and talks about significant events and own experiences. Shows care for living things and the environment. Interacts with age appropriate computer software.</p>	<p>Enjoys joining in with family customs and routines. Shows care for living things and the environment Looks closely at similarities, differences and change. Completes a simple programme on a computer.</p>

EA&D	Use various construction materials. Begin to be interested in and describe the texture of things. Engage in imaginative role play. Build stories around toys. Join in songs and movement routines.	Begin to build a repertoire of songs and dances. Explore the different sounds of instruments. Use available resources to create props to support role play. Captures experiences and responses with a range of media.	Construct with a purpose in mind. Experiment to create different textures, explores colour mixing. Create simple representations of events, people and objects. Choose particular colours for a purpose.	Select tools and techniques needed to shape, assemble and join materials. Play cooperatively to develop and act out a narrative. Initiates new combinations of movement to express and respond to feelings, ideas and experiences.	Sing songs, make music and dance, experiment with ways of changing them. Use what they have learnt about media and materials in original ways, thinking about uses and purposes.	Safety use and explore a variety of materials tools and techniques. Represent their own ideas, thoughts and feelings through D&T, art, dance, music and roleplay.
RE	Myself Judaism	Welcome Birthdays	Celebrating Gathering	Gathering Growing	Good News Friends	Our World Islam

Reception English

	Term 1		Term 2		Term 3	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
Main Text	Gingerbread Man	Room on the Broom by Julia Donaldson	How to catch a star by Oliver Jeffers	Gruffalo by Julia Donaldson	Wheels, wings and things by Monica Hughes (Non-fiction)	The Snail and the Whale by Julia Donaldson
Sub Text	Nursery Rhymes	Stick Man by Julia Donaldson	Toys in Space by Mini Grey	Little Red Riding Hood, Where's my teddy? By Jez Alborough	The Runaway train by Benedict Blathwayt Oil Get off our train by John Burningham	Lucy & Tom at the seaside- Shirley Hughes