



## Reception curriculum map

Art D&T Music RE Science History Geography Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<p>Marvellous Me Intent</p> <p>Children will learn about what makes them the same and different to others and will learn how to get along.</p>	<p>Terrific Toys Intent</p> <p>Children will use toys to find out about the past and will discover how things work and move and what they are made from.</p>	<p>Helpful Heroes Intent</p> <p>Children will find out about people who help us in our local community.</p>	<p>Joyful Journeys Intent</p> <p>Children will find out more about the world and where they have been on holiday. Children will learn about different types of transport.</p>	<p>Amazing Animals Intent</p> <p>Children will learn about groups of animals and their life cycles and will talk about changes.</p>	<p>Let's Grow Intent</p> <p>Children will learn about where our food comes from and will grow their own plants. Children will experience transfer day for moving into year 1.</p>
PSED Development Matters statements	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs. <ul style="list-style-type: none"> <li>- Personal hygiene</li> </ul> </li> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</li> </ul> </li> </ul>					
PSED	<p>Jigsaw - Being me in my world</p> <p>Classroom routines and expectations</p> <p>Making friends</p> <p>Washing hands</p> <p>Healthy Teeth</p> <p>Healthy snack</p>	<p>Jigsaw - Celebrating difference</p> <p>Sharing toys and board games</p> <p>Bonfire night safety</p> <p>Anti-bullying</p>	<p>Jigsaw - Dreams and goals</p> <p>Choosing a learning goal and aiming for it</p> <p>How to deal with anger</p>	<p>Jigsaw - Healthy me</p> <p>Road safety</p> <p>Keeping fit</p> <p>Healthy eating</p>	<p>Jigsaw - Relationships</p> <p>Making healthy friendships</p>	<p>Jigsaw - Changing me</p> <p>Keeping safe in the sun</p> <p>Growing up and moving on</p> <p>Worries and wonders</p>



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PD Development Matters statements	<ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>- rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> </ul> </li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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, sport and swimming.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <ul style="list-style-type: none"> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> </ul> </li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <ul style="list-style-type: none"> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> </ul> </li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>- lining up and queuing, mealtimes</li> </ul> </li> </ul>					
PD (inc fine and gross motor)	PE – Me and Myself Pacesetters PE Daily fine motor skills Gross motor play Lining up (where appropriate) Mealtimes – manners, using tools	PE – Movement and Development Pacesetters PE Daily fine motor skills Gross motor play Lining up (where appropriate) Mealtimes – manners, using tools	PE – Throwing and Catching Pacesetters PE Daily fine motor skills Gross motor play	PE – Ball Skills Pacesetters PE Daily fine motor skills Gross motor play	PE – Fun and Games Pacesetters PE Daily fine motor skills Gross motor play	PE – Athletics (preparing for sports day) Pacesetters PE Daily fine motor skills Gross motor play Sports day



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CL Development Matters statements	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important. <ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> </ul> </li> <li>• Ask questions to find out more and to check they understand what has been said to them. <ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> </ul> </li> <li>• Connect one idea or action to another using a range of connectives. <ul style="list-style-type: none"> <li>• Describe events in some detail.</li> </ul> </li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. <ul style="list-style-type: none"> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> </ul> </li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. <ul style="list-style-type: none"> <li>• Use new vocabulary in different contexts.</li> </ul> </li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound. <ul style="list-style-type: none"> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> </ul> </li> <li>• Listen to and talk about selected non-fiction to develop</li> </ul>					
CL	During the entire year, children's communication and language will developed during all continuous provision, story time, snack time, asking and answering questions, phonics, reading sessions including comprehension, singing time and worship. Children will learn and use new vocabulary from fiction and non-fiction texts and through our learning in taught sessions and in continuous provision.					
CL	Music – Me Repetitive phrases – Funny bones, Not Now Bernard Retelling - Pumpkin Soup Problem Solving – Home Talking about our families – We are Family	Music – My stories Retelling - Lost in the Toy Museum, Dogger, Naughty Bus, the Toymaker Text map – Dear Santa Problem solving – Toys in Space Describing toys – different/ same/ old/ new/ asking and	Music – Everyone Rhyme – Hairy Maclary Rumpus at the Vets Retelling - Charlie the Firefighter Story map – The Everywhere Bear Problem solving – The Lighthouse Keeper's Lunch	Music – Our World Rhyme – Duck in a Truck, I Wish I Were a Pilot Story map –The Train Ride Retelling – Mr Gumpy's Outing, Duck in a Truck Text map and innovation – Rosie's Walk	Music – Big Bear Funk Repetition – The Gruffalo, The Great Green Forest Rhyme – The Gruffalo, The Snail and the Whale, Superworm Retelling – The Snail and the Whale Text map and innovation - That's not	Music – Reflect, rewind and replay Problem solving – Scaredy Squirrel Text map and innovation – The Very Hungry Caterpillar, Handa's Surprise Retelling - Jack and the Beanstalk, Handa's



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	Poetry – Rain Sizes, I See Leaves	answering questions to guess the toys Poetry – What’s in the Box?, Winter’s Here	Poetry – Ten Green Bottles, London’s Burning	Repetition – The Train Ride, We’re Going on a Bear Hunt Storytelling – Journey Problem solving – Journey Poetry – From A Railway Carriage The Airport Text map – The Airport	my Polar Bear, Dear Zoo Problem solving – 365 Penguins Poetry – Incy Wincy Spider, Hurt No Living Thing	Surprise, The Cautious Caterpillar Poetry – Caterpillar, What is Summer Made of?
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Development Matters statements	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>				
		<ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>
Talk for writing objectives	<b>Fiction</b> <ul style="list-style-type: none"> <li>• Whole class retelling of story</li> </ul> <b>Non-fiction:</b> <ul style="list-style-type: none"> <li>○ Names</li> <li>○ Labels</li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>• Whole class retelling of story</li> <li>• Understanding of beginning/ middle / end</li> <li>• Retell simple 5-part story:               <ul style="list-style-type: none"> <li>○ Once upon a time</li> <li>○ First / Then / Next</li> </ul> </li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>• Planning Tool               <ul style="list-style-type: none"> <li>○ Story map</li> </ul> </li> <li>• Whole class retelling of story</li> <li>• Understanding of beginning/ middle / end</li> <li>• Retell simple 5-part story:</li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>• Planning Tool               <ul style="list-style-type: none"> <li>○ Story map</li> </ul> </li> <li>• Whole class retelling of story</li> <li>• Understanding of beginning/ middle / end</li> <li>• Retell simple 5-part story:</li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>• Planning Tool               <ul style="list-style-type: none"> <li>○ Story map</li> </ul> </li> <li>• Whole class retelling of story</li> <li>• Understanding of beginning/ middle / end</li> <li>• Retell simple 5-part story:</li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>• Planning Tool               <ul style="list-style-type: none"> <li>○ Story map</li> </ul> </li> <li>• Whole class retelling of story</li> <li>• Understanding of beginning/ middle / end</li> <li>• Retell simple 5-part story:</li> </ul>



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		<ul style="list-style-type: none"> <li>o But</li> <li>o So</li> <li>o Finally,.....happily ever after</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>o Names</li> <li>o Labels</li> </ul>	<ul style="list-style-type: none"> <li>o Once upon a time</li> <li>o First / Then / Next</li> <li>o But</li> <li>o So</li> <li>o Finally,.....happily ever after</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>• <b>Simple factual sentences based around a theme</b> <ul style="list-style-type: none"> <li>o Names</li> <li>o Labels</li> <li>o Captions</li> <li>o Lists</li> <li>o Diagrams</li> <li>o Message</li> </ul> </li> </ul> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Simple sentences</b></li> </ul> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>o Finger spaces</li> <li>o Full stops</li> <li>o Capital letters</li> </ul>	<ul style="list-style-type: none"> <li>o Once upon a time</li> <li>o First / Then / Next</li> <li>o But</li> <li>o So</li> <li>o Finally,.....happily ever after</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>• <b>Factual writing closely linked to a story</b></li> <li>• <b>Simple factual sentences based around a theme</b> <ul style="list-style-type: none"> <li>o Names</li> <li>o Labels</li> <li>o Captions</li> <li>o Lists</li> <li>o Diagrams</li> <li>o Message</li> </ul> </li> </ul> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Simple sentences</b></li> <li>• <b>Say a sentence, write and read it back to check it makes sense.</b></li> </ul> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Determiners</b> <ul style="list-style-type: none"> <li>the / a / my / your / an</li> <li>this / that / his / her / their / some / all</li> </ul> </li> </ul> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>o Finger spaces</li> <li>o Full stops</li> <li>o Capital letters</li> </ul>	<ul style="list-style-type: none"> <li>o Once upon a time</li> <li>o First / Then / Next</li> <li>o But</li> <li>o So</li> <li>o Finally,.....happily ever after</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>• <b>Factual writing closely linked to a story</b></li> <li>• <b>Simple factual sentences based around a theme</b> <ul style="list-style-type: none"> <li>o Names</li> <li>o Labels</li> <li>o Captions</li> <li>o Lists</li> <li>o Diagrams</li> <li>o Message</li> </ul> </li> </ul> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Simple sentences</b></li> <li>• <b>Simple Connectives:</b> <ul style="list-style-type: none"> <li>o and</li> <li>o who</li> <li>o until</li> <li>o but</li> </ul> </li> <li>• <b>Say a sentence, write and read it back to check it makes sense.</b></li> <li>• <b>Determiners</b> <ul style="list-style-type: none"> <li>the / a / my / your / an</li> <li>this / that / his / her / their / some / all</li> </ul> </li> <li>• <b>Adjectives</b> <ul style="list-style-type: none"> <li>e.g. old, little, big, small, quiet</li> </ul> </li> </ul> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>o Finger spaces</li> <li>o Full stops</li> <li>o Capital letters</li> </ul>	<ul style="list-style-type: none"> <li>o Once upon a time</li> <li>o First / Then / Next</li> <li>o But</li> <li>o So</li> <li>o Finally,.....happily ever after</li> </ul> <p><b>Non-fiction:</b></p> <ul style="list-style-type: none"> <li>• <b>Factual writing closely linked to a story</b></li> <li>• <b>Simple factual sentences based around a theme</b> <ul style="list-style-type: none"> <li>o Names</li> <li>o Labels</li> <li>o Captions</li> <li>o Lists</li> <li>o Diagrams</li> <li>o Message</li> </ul> </li> </ul> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Simple sentences</b></li> <li>• <b>Simple Connectives:</b> <ul style="list-style-type: none"> <li>o and</li> <li>o who</li> <li>o until</li> <li>o but</li> </ul> </li> <li>• <b>Say a sentence, write and read it back to check it makes sense.</b></li> <li>• <b>Compound sentences using connectives (coordinating conjunctions)</b> <ul style="list-style-type: none"> <li>o And</li> <li>o but</li> </ul> </li> <li>• <b>'ly' openers</b> <ul style="list-style-type: none"> <li>o Luckily</li> <li>o Unfortunately,</li> </ul> </li> <li>• <b>'Run' - Repetition for rhythm:</b> <ul style="list-style-type: none"> <li>o e.g. He walked and he walked</li> </ul> </li> <li>• <b>Repetition in description</b> <ul style="list-style-type: none"> <li>e.g. a lean cat, a mean cat</li> </ul> </li> </ul> <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Determiners</b> <ul style="list-style-type: none"> <li>the / a / my / your / an</li> </ul> </li> </ul>
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						<p>this / that / his / her / their / some / all</p> <ul style="list-style-type: none"> <li>• <b>Prepositions:</b> up / down / in / into / out / to / onto</li> <li>• <b>Adjectives</b> e.g. old, little, big, small, quiet</li> <li>• <b>Adverbs</b> e.g. luckily, unfortunately, fortunately</li> <li>• <b>Similes</b> using 'like'</li> <li><b>Introduce:</b> <ul style="list-style-type: none"> <li>o Finger spaces</li> <li>o Full stops</li> <li>o Capital letters</li> </ul> </li> </ul>
Literacy and phonics - Little Wandle Letters and Sounds revised	<p>Phase 2</p> <p>S a t p I m n d G o c k C k e u r H b f l</p> <p>is, I, the</p>	<p>Phase 2</p> <p>Ff ll ss j V w x y z zz qu ch</p> <p>Words with s at the end Sh th ng nk words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p>put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p>Phase 3</p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words</p> <p>was you they my by all are sure pure</p>	<p>Phase 3</p> <p>Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear er air words with double letters longer words words with two or more digraphs words ending in -ing compound words words with s in the middle /z/ s words ending -s words with -es at end /z/ Review all tricky words learnt so far Secure spelling</p>	<p>Phase 4</p> <p>short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCVCV CCVCVCC longer words compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p>said so have like some come love do were here little says there when what one out today</p>	<p>Phase 4</p> <p>long vowel sounds CVCC CCVC long vowel sounds CCVC CCVCV CCV CCVCC Phase 4 words ending -s /s/, s /z/, es longer words root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Phase 4 words ending in: -s /s/, -s /z/, -es longer words Review all tricky words taught so far Secure spelling</p>



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	<p>Letter formation of sounds learnt Reading and writing cvc words Reading tricky words Practise writing own name</p> <p>Writing initial sounds to label body parts.</p>	<p>Letter formation of sounds learnt Reading and writing cvc words including plurals and digraphs Reading tricky words Reading sentences</p> <p>Practise writing own name Labels - toys</p>	<p>Reading and writing compound words, tricky words and longer words eg. carrot Reading sentences Practise writing own name</p> <p>Labels – sort the recycling Writing rhyming words. phrases and sentences.</p>	<p>Reading and writing compound words, tricky words and longer words eg. vanish Reading and writing sentences eg. I can zoom down the hill. Write own name confidently</p> <p>Writing rhyming words. phrases and sentences. Captions - transport</p>	<p>Reading and writing words ending with –ing and –ed Reading and writing tricky words Reading and writing sentences eg. We are cool and fresh. Write own name confidently</p> <p>Captions – animals Dinosaur facts Writing rhyming words. phrases and sentences.</p>	<p>Reading and writing words ending with –er Reading and writing tricky words Reading and writing sentences eg. You are the brightest star. Write own name confidently</p> <p>Instructions – grow a bean Writing rhyming words. phrases and sentences. Write a letter to my new teacher.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths Development Matters statements	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Compare numbers.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare weight and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> </ul>



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Art
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Music
RE
Science
History
Geography
Computing

			• Compare length and weight			
Maths – White Rose Hub planning	Counting and subitising <b>Getting to Know You</b> Counting assessments Counting rhymes Counting aloud 0-10 and back Positional language <b>Just Like Me!</b> Matching and sorting Comparing amounts, size, mass and capacity Exploring pattern	Counting and subitising <b>It's Me 1 2 3!</b> Representing, comparing and composition of 1, 2 and 3 Circles and triangles Positional language <b>Light and Dark</b> Representing numbers to 5 One more and less Shapes with 4 sides Time <b>Consolidation</b>	Counting and subitising <b>Alive in 5!</b> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Comparing mass and capacity  <b>Growing 6, 7, 8</b> 6, 7 and 8 Making pairs Combining 2 groups Length and height Time	Counting and subitising <b>Building 9 and 10</b> 9 and 10 Comparing numbers to 10 Bonds to 10 3d shape Pattern  <b>Consolidation</b>	Counting and subitising <b>To 20 and Beyond</b> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate  <b>First Then Now</b> Adding more Taking away Spatial reasoning Compose and decompose	Counting and subitising <b>Find my Pattern</b> Doubling Sharing and grouping Even and odd Spatial reasoning Visualise and build  <b>On the Move</b> Deepening understanding Patterns and relationships Spatial reasoning Mapping



# Reception curriculum map

Art D&T Music RE Science History Geography Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EAD Development Matters statements	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.               <ul style="list-style-type: none"> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul> </li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.               <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> </ul> </li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>					
Expressive arts and design	Music – Me! Body percussion Frida Kahlo -Self portraits / drawing Christmas cards - printing Leaf rubbing Pumpkin pictures – oil pastels Role play/ small world Can I make a puppet? Textiles/ sewing	Music – My Stories Wassily Kandinsky – collage/ watercolours Firework painting Role play/ small world Can I make a toy that moves? Structures / Mechanism/ sawing/ levers	Music – Everyone! Banksy – street art in chalks Exploring colour Mixed media – fire pictures Role play/ small world Can I make a moving vehicle? Wheels and Axles	Music - Our World Paul Klee – drawing Train – sponge painting Role play/ small world Can I make a vehicle which floats? Structures	Music – Big Bear Funk The Great Green Forest – musical story telling Henri Rousseau/ Henri Matisse (snail)– collage Animal drawings Exploring textures Watercolour wash Role play/ small world Can I make a print block? Selecting Materials	Music – Reflect, Rewind and Replay Guiseppe Arcimboldo – food sculpture Wooden axe– using saws Pop-up park Role play/ small world Can I make fruit kebabs? Food/ healthy eating/ hygiene



# Reception curriculum map

Art D&T Music RE Science History Geography Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UtW Development Matters statements	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>					
Understanding the World	RE – F4 Being Special: where do we belong?  Harvest Visiting the church The weather Body parts Teeth and skeleton Seasons – Autumn, collecting fallen leaves Naming plants Growing plants Hibernation How have I changed? Who is in my family? Our locality – maps of our school Computing – Minimash (selecting activities/ saving in own tray)	RE - F2 Why do Christians perform nativity plays at Christmas?  Christingle Diwali Christmas around the world The weather Toys from around the world – world maps Seasons – Winter Sorting toys by material and use Remembrance day Fireworks – Guy Fawkes Old and new toys Computing – Minimash (selecting activities/ saving in own tray)	RE - F6 What times/stories are special and why?  Chinese New Year The weather Animals in Spring Seasons - Spring Computing – Minimash (logging on with name and password/ creating an avatar) Seesaw – photographs/ recording/ saving and posting work Caring for our world- Recycling Making maps of pretend town Differences between fire officers/ vehicles now	RE - F3 Why do Christians put a cross in an Easter Garden?  Pancake day Easter The weather Investigating floating and sinking Investigating magnets to make cars move: attract and repel Seasons – Spring Spinning helicopters Air rockets Transport now and in the past Kings and Queens Making maps of our area Traffic survey	RE - F1 Why is the word 'God' so important to Christians?  The weather Ocean life Animal groups Investigating sound Investigating ice Comparing animals that are found in different environments (Africa, Antarctica, Arctic) Our oceans/seas plastic in the oceans Seasons – Spring Wellingborough Zoo Dinosaurs and fossils Mary Anning Computing – Minimash	RE - F5 What places are special and why?  The weather Investigating light and shadows Growing seeds Seasons – Spring Life cycles Our reception year Farms in the past Maps of Percy's Park Computing – Minimash Seesaw – photographs/ recording/ saving and posting work



# Reception curriculum map

Art D&T Music RE Science History Geography Computing

	Seesaw – photographs/ recording/ saving and posting work My family compared to others	Seesaw – photographs/ recording/ saving and posting work Beebots and lego robot - control Children in Need	and then/ Great Fire of London Familiar people around us: vicar, police officer, shop owner, teachers Equipment used by people who help us	Transport that travels in air, land and sea Comparing life in Wilby and Kenya. Computing – Minimash Seesaw – photographs/ recording/ saving and posting work	Seesaw – photographs/ recording/ saving and posting work Looking after pets	
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