



## Reception Curriculum Map Sept 2022 to July 2023

	<b>Autumn 1</b> <b>It's all about Me!</b>  <b>Black History</b> Sept - Oct (7wks)	<b>Autumn 2</b> <b>Light up your life</b> Nov - Dec (7wks)	<b>Spring 1</b> <b>Keeping Healthy</b> Jan - Feb (6wks)	<b>Spring 2</b> <b>Time to Bloom</b> Feb - Apr (6wks)	<b>Summer 1</b> <b>Helping me, helping you.</b> Apr - May (6wks)	<b>Summer 2</b> <b>Out and About</b> Jun - Jul (6wks)
<b>Personal, Social and Emotional Development</b>	Getting to know each other, classroom, School, rules Growth Mindset Celebrations; Harvest, Journeys	Celebrations;, Bonfire night, Remembrance Day, Christmas PSED	New Year Learning about health and hygiene Teeth & toileting	Celebrations; Pancake Day, Mothering Sunday, Easter. Feelings - why mums are special PSED - looking after others	Day Learning about professions Asking questions of Others emergency services	Celebrations; father's Day PSED - feelings and Change
<b>Communication and Language</b>	Listening walks Listening in different situations e.g. small group, whole class RWI	Listening & responding to others Learning the 'Nativity' Following instructions RWI Groups	like/don't like Trying new foods. Cooking - following instructions	Speaking about own pets Where do animals live? Learning to ask questions about the world around us	Asking questions of others Listening to others Speaking clearly and with confidence	Explaining our feelings What we want to know about Yr 1
<b>Physical Development</b>	<b>Keep Fit</b> Is revising and refining the fundamental	<b>Dance</b> Is able to combine different	<b>Gymnastics</b> Is progressing towards a more fluent style of	<b>Striking and Fielding</b> Is further developing and	<b>Games</b> Is developing confidence, competence,	<b>Striking and Fielding</b> Is further developing and



	<p>movement skills he/she has already acquired:</p> <p>Rolling</p> <p>Crawling</p> <p>Walking</p> <p>Jumping</p> <p>Running</p> <p>Hopping</p> <p>Skiping</p> <p>Climbing</p>	<p>movements with ease and fluency</p>	<p>moving, with developing control and grace.</p>	<p>refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</p>	<p>precision and accuracy when engaging in activities that involve a ball.</p>	<p>refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming</p>
<b>Literacy</b>	<p>Initial assessments in all areas</p> <p>Books -</p> <ul style="list-style-type: none"> <li>➤ Bringing the rain to Kapiti Plain</li> <li>➤ We are going on a bear hunt</li> </ul>	<p>RWI groups</p> <p>Topic linked stories &amp; nursery rhymes</p> <p>Writing names</p> <p>Reading books weekly</p> <p>Books -</p> <ul style="list-style-type: none"> <li>➤ The Bog Baby</li> <li>➤ The snow man</li> </ul>	<p>RWI groups</p> <p>Topic linked stories, rhymes and non - fiction</p> <p>Healthy eating poster</p> <p>Design a sandwich</p> <p>Books -</p> <ul style="list-style-type: none"> <li>➤ Anna Hibiscus song</li> <li>➤ I will never eat a tomato again</li> </ul>	<p>RWI groups</p> <p>Topic linked stories, rhymes and non - fiction</p> <p>Weekly writing focus</p> <p>Plants and animals</p> <p>Books -</p> <ul style="list-style-type: none"> <li>➤ World Book week-TBC</li> <li>➤ The Blue Penguin</li> <li>➤ Poetry Week</li> </ul>	<p>RWI groups</p> <p>Topic linked stories, rhymes and non - fiction</p> <p>Letters/questions for our Visitors</p> <p>Books-</p> <ul style="list-style-type: none"> <li>➤ The Leopard's drum</li> <li>➤ Yucky worms</li> </ul>	<p>RWI groups</p> <p>Topic linked stories, rhymes and non - fiction</p> <p>Writing a letter to our new teacher</p> <p>Books-</p> <ul style="list-style-type: none"> <li>➤ What the ladybird heard</li> <li>➤ Meerkat mail</li> </ul>
<b>EYFS Communication and Language</b>	<ul style="list-style-type: none"> <li>• Listening attentively in a range of situations; to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions; giving their attention to what others say and responding appropriately, while engaged in another activity.</li> <li>• Answering 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul>					



<b>(40-60+ months)</b>	<ul style="list-style-type: none"> <li>Expressing themselves effectively, showing awareness of listeners' needs; using past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>					
<b>Mathematical Development</b>	<p><b>Wb 5.9.22</b> <b>Closing the gaps from the previous year group</b></p> <p>1. counting – chanting numbers in order up to 10 and then 20.</p> <p>2. copy, continue, describe and create patterns using colours, shapes, objects, sounds and actions.</p> <p>3. learn to count accurately using one-to-one correspondence and come to understand conservation of number.</p> <p>4. learning about the days of the week, reciting the names and</p>	<p>6. exploring length and height, using the language associated with comparing and measuring.</p> <p>7. chanting numbers to 20 and beginning to chant numbers to 100</p> <p>8. learn about 2D shapes, beginning to identify circles, triangles and rectangles including squares</p> <p>9. recognise that different coins have different values (they will buy more or less, are worth more or less).</p> <p>10. reinforces children's knowledge of</p>	<p>11. count to 100 and compare and order numbers to 20.</p> <p>12. play with, explore and identify patterns, including line symmetry in images and simple shapes.</p> <p>13. begin to partition sets of ten objects and learn the number pairs to 10</p> <p>14. learn how we can time events, and the fact that some events take longer than others</p> <p>15. explore lengths, heights and weights, learning to</p>	<p>16. compare and order numbers to 20</p> <p>17. begin to learn the value of coins and to compare and order them according to value</p> <p>18. rehearse comparing numbers to 10 and 20 and identifying the largest and smallest set.</p> <p>19. Revisit the days of the week. Begin to recognise o'clock times on analogue and digital clocks and match these to key events in their daily routine and in stories.</p> <p>20. partitioning</p>	<p>21. count to 100 as a whole class and begin to count further independently.</p> <p>22. common 2D and 3D shapes</p> <p>23. double numbers to 5 and halve even numbers to 10, using objects.</p> <p>24. begin to learn to count in 2s, 5s and 10s.</p> <p>25. revisit the days of the week, making sure that they know these and can put them in order. Talk about how we measure time in different ways, and come to understand units: months, days,</p>	<p>26. counting, ensuring all children can count on and back to/from any number to 20</p> <p>27. find one more and one less than numbers up to 20, linking this to adding and subtracting 1</p> <p>28. revise and learn all the coins from 1p to £2.</p> <p>29. explore measures: lengths, weights and capacities, learning to compare each of these using direct comparison.</p> <p>30. Children partition five, six and ten objects</p>



	beginning to order them.  5. introducing children to addition and subtraction.  <b>Wb 17.10.22 closing the gaps</b>	spoken numbers and matching written numerals up to 10.  <b>Wb 05.12.22 &amp; 12.12.22 closing the gaps</b>	compare each of these, using direct comparison  <b>Wb 6.2.22 closing the gaps</b>	numbers and finding pairs of numbers that total the number  <b>Wb 27.3.23 closing the gaps</b>	weeks, hours, minutes and seconds.  <b>Wb 22.5.23 closing the gaps</b>	into two groups in order to find all the pairs of numbers with totals of 5, 6 and 10  <b>Wb 3.7.23 &amp; 10.7.23 closing the gaps</b>
<b>Understanding of the World</b>	Our senses My body My family Exploring our school Learning about different faiths & festivals. Activities surrounding Bringing the Rain to Kapiti Plain Maasai Tribe (Kenya)	Seasons-Autumn Change -hot/cold Learning about different faiths & festivals Celebrations ICT - online advent	Learning about people/agencies who help us stay healthy Learning how exercise and food keep us healthy Healthy/unhealthy foods	Animal Babies Animal habitats Domestic/wild Seasons- Spring ICT - using ICT to inform learning Butterflies/Chicks?	Library/Fireman/ lollipop man - (Visit) Explore Construction Materials ICT -using ICT to inform learning Science week History - Toys and games	Seasons- Summer Why people travel Joining in with family customs and routines. Exploring Year 1 ICT Directions and Control International week History - Toys and games
<b>Expressive art and Design</b>	Role Play- Home corner (Indoor) African animals (outdoor)	Role Play- Grotto(Indoor) Santas's shop (Outdoor) Making 2D and 3D constructions using	Role Play- Doctors (indoor) Vet (Outdoor) Chinese Dragon Dance Shape pictures	Role Play - Doctors (indoor) Dentist (Outdoor) Playing instruments; rhythm and sounds	Role Play- Post Office (Indoor) Fire engine(Outdoor)	Role Play- Post Office (Indoor) Transport(Outdoor) ) Colour



	Observing faces and portrait painting Singing songs Harvest	different materials Imitate & create movement to music Christmas play	Chinese new year Activities	Working with natural resources Texture	Creating on a large scale Making and playing instruments	Music, movement and dance Dressing Up
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