








# Reception Curriculum Map 2023-2024

	Autumn 1 35 teaching days	Autumn 2 35 teaching days	Spring 1 27 teaching days	Spring 2 29 teaching days	Summer 1 29 teaching days	Summer 2 34 teaching days
School Vision & Culture	Dream		Believe		Achieve	
	Nurture			Experience		
Core Values	Health, Honesty, Respect, Caring, Communication, Curiosity, Creativity					
Whole School Events		Christmas Jumper Day		World Book Day Easter Egg Hunt		Work Week Sports Week School Fete
<b>Curriculum Enrichment</b>						
Educational Visits		Walk in the local area	Freshwater Theatre: Rainbow Fish	Visit to Barleylands Farm	Visit Valance Park Watch Chicks hatch.	Visit Wood Lane Baptist Church  Paddle in the sea & build sandcastles @ Chalkwell Beach
Southwood Experiences		Walk to the Post Box and post a letter		Watch chicks hatch (or butterflies)		

# Personal, Social and Emotional Development

Jigsaw	Being Me in My World	Relationships	Dreams and Goals	Celebrating Difference	Healthy Me	Changing Me
<b>Self-Regulation</b>	YN: Increasingly follow rules, understanding why they are important. YN: Do not always need an adult to remind them of a rule. YR: Identify and moderate their own feelings socially and emotionally. YR: Manage their own needs – personal hygiene YR: Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity – healthy eating – toothbrushing – sensible amounts of screen time – having a good sleep routine – being a safe pedestrian					
	ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ELG: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG: Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several actions.					
<b>Managing Self</b>	YR: See themselves as a valuable individual. YR: Show resilience and perseverance in the face of challenge.					
	ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.					
<b>Building Relationships</b>	YR: Build constructive and respectful relationships. YR: Express their feelings and consider the feelings of others. YR: Think about the perspectives of others.					
	ELG: Work and play cooperatively and take turns with others. ELG: Form positive attachments to adults and friendships with peers. ELG: Show sensitivity to their own and to others' needs.					
<b>Communication and Language</b>						
<b>Listening, Attention &amp; Understanding</b>	YN: Understand a question or instruction that has two parts. YN: Understand 'why' questions. YR: Understand how to listen carefully and why listening is important. YR: Ask questions to find out more and to check they understand what has been said to them. ELG: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.					
	YR: Learn new vocabulary. YR: Use new vocabulary through the day. YR: Use new vocabulary in different contexts. ELG: Make comments about what they have heard and ask questions to clarify their understanding.					
<b>Speaking</b>	YN: Can start a conversation with an adult or friend and continue it for many turns. YN: Use longer sentences of four to six words. YR: Develop social phrases. YR: Describe events in some detail. YR: Articulate their ideas and thoughts in well-formed sentences. YR: Connect one idea or action to another using a range of connectives. YR: Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ELG: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.					

# Understanding the World

<b>Overarching Theme</b> (additional texts)	<b>All About Me</b> The Lines on Grandma's Face Coming to England	<b>The Natural World/Historical Events</b> Lighting a Lamp Guy Fawkes Where the Poppies Now Grow The First Christmas (Nativity)	<b>Exploring Environments</b> Dougal's Deep-Sea Diary One Day on Our Blue Planet...in the Ocean The Storm Whale Tiddler Iris and Isaac	<b>Growing</b> The Tiny Seed Jack and the Beanstalk The Little Red Hen The Hungry Caterpillar	<b>Adventures</b> Whatever Next On the Moon Bob, Man on the Moon Questions and Answers About Space The Magic Train Ride The Night Pirates The Big Adventure	<b>People Who Help Us/Managing Change</b> Real Superheroes: Nurses Officer George Going to the Doctor Why We Go to the Dentist Topsy and Tim meet the Police The Jolly Postman (linked to Work Week)
<b>Special Days</b>	<b>Black history month- drumming.</b> <b>Autumn crafts.</b>	<b>Christmas jumper day.</b> <b>Diwali</b> <b>Christmas crafts.</b> <b>Odd sock day.</b> <b>Remembrance Day.</b> <b>Post box trip.</b>	<b>NSPCC Number day.</b> <b>Pancakes and juice with parents.</b> <b>Walk to school day.</b> <b>Chinese New Year.</b> <b>Dress to impress.</b> <b>Theatre visit the Rainbow Fish.</b> <b>Pancake Party.</b>	<b>Neurodiversity day.</b> <b>World book day.</b> <b>Red nose day.</b> <b>Easter Egg Hunt.</b> <b>Hot cross bun and a book.</b>	<b>EID</b> <b>Trip to the Park.</b> <b>Parents gardening event.</b>	<b>EID</b> <b>Trip to the beach.</b> <b>End of term picnic with parents.</b>

## Overarching theme: What is important to me and others?

<b>RE: Locally Agreed SACRE</b>	What happens at Sukkot? (Celebrating)  What happens on Guru Nanak's birthday? (Celebrating)	What happens at Diwali? (Celebrating)  What happens at Christmas? (Celebrating)	My Muslim Faith (Aspects)  The Donkey in the Tiger Skin (Aspects)	The Good Samaritan (Stories)  What happens at Easter? (Celebrating)	How do we make friends? (Aspects)  What happens at Eid-UI-Fitr? (Celebrating)	The Lost Coin (Stories)  Visiting a church (Aspects)
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<b>People, Culture &amp; Communities</b>	<p>YR: Understand that some places are special to members of their community.            YR: Recognise that people have different beliefs and celebrate special times in different ways.            ELG: Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>					
	<p>YR: Talk about members of their immediate family and community.             YR: Name and describe people who are familiar to them.             YR: Recognise some similarities and differences between life in this country and life in other countries:  <b>Belonging Month +</b></p>	<p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. – <b>Walk around school/in local area/visit to the Post Box</b> (directional language)</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate maps:  <b>Chinese New Year.</b></p>	<p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps- <b>Visit to Barleylands farm.</b>             YR: Name and describe people who help us- Farmers.  <b>Barleylands farm.</b></p>	<p>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps: <b>Visit to park/church</b> (directional language)</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate maps: <b>Anna Hibiscus</b></p>

	Coming to England (BHM)					
Past & Present	<p>YR: Comment on images of familiar situations in the past.  YR: Compare and contrast characters from stories, including figures from the past</p>					
	<p>YR: Comment/compare images of familiar situations in the past: <b>Pictures of themselves as babies/now, babies/family members as babies/now</b></p> <p>ELG: Talk about the lives of the people around them and their roles in society: <b>Older relatives in their families</b></p>	<p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling – <b>Historical Events</b></p> <p>ELG: Talk about the lives of the people around them and their roles in society: <b>Christmas celebrations.</b></p>	<p>ELG: Talk about the lives of the people around them and their roles in society- <b>Chinese New Year.</b></p> <p>ELG: Talk about the lives of the people around them and their roles in society- <b>Pancake Day</b></p>	<p>ELG: Talk about the lives of the people around them and their roles in society: <b>At the Farm</b></p> <p>ELG- Talk about their immediate past and future- <b>what will happen and recount of trip to the farm.</b></p>	<p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class: <b>Park past and present</b></p>	<p>ELG: Talk about the lives of the people around them and their roles in society: <b>People who help us</b></p> <p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class: <b>Seaside past and present</b></p>
The Natural World	<p>YR: Understand the effect of the changing seasons on the natural world around them.  ELG: Understand some important processes and changes in the natural world around them, including seasons.  <b>Seasonal walks: November, March and May</b></p>					
	<p>YR: Draw information from a simple map: <b>Walk around school/in local area/visit to the Post Box</b> (directional language) + <b>Bear Hunt</b></p> <p>YR: Explore the natural world around them - <b>Walk around school/in local area/visit to the Post Box</b></p> <p>YR: Describe what they see, hear and feel whilst outside - <b>Walk around school/in local area/visit to the Post Box</b></p>	<p>YR: Recognise some environments that are different to the one in which they live: <b>Exploring Environments + Rainbow Fish/Snail and the Whale</b></p> <p>ELG: Understand some important processes and changes in the natural world around them, including changing states of matter – <b>Exploring Environments: ice/water</b></p> <p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants + ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - <b>Visit to the Farm.</b></p>	<p>YR: Recognise some environments that are different to the one in which they live: <b>Adventures texts + Where the Wild Things Are/Lost and Found</b></p> <p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants- <b>Visit to Valence Park &amp; Seaside</b></p> <p>ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - <b>Visit to the Seaside</b></p>			

	<b>Literacy</b>
Phonics Programme	<b>Read Write Inc</b>
Word Reading	<p>YN: Develop their phonological awareness—spot and suggest rhymes, count of clap syllables, recognise words with the same initial sound.  YR: Read individual letters by saying the sounds for them.  YR: Blend sounds into words so that they can read short words made up of known letter-sound correspondences  YR: Read some letter groups that each represent one sound and say sounds for them.  YR: Read a few common exception words matched to the school’s phonics programme.  YR: Read simple phrases and sentence made up of words with known letter-sound correspondences and, where necessary, a few exception words.  ELG: Say a sound for each letter in the alphabet and at least 10 digraphs.  ELG: Read words consistent with their phonic knowledge by sound-blending.</p>

ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

<p><b>Literacy texts</b></p>	<p>The Kissing Hand This is Our House Owl Babies - CLPE Anna Hibiscus' Song - CLPE</p>	<p>TWS: Pigs Might Fly by Jonathan Emmett and Steve Cox (3 weeks)  TWS: We're Going on a Bear Hunt by Michael Rosen (3 weeks)  Dear Father Christmas (1 week)</p>	<p>TWS: Rainbow Fish by Marcus Pfister (3 weeks)  TWS: The Snail and the Whale by Julia Donaldson (3 weeks)</p>	<p>TWS: Jack and the Jellybean Stalk by Rachael Mortimer (3 weeks)  TWS: Katie and the Sunflowers by James Mayhew (3 weeks)</p>	<p>TWS: Where the Wild Things Are by Maurice Sendak (3 weeks)  TWS: Lost and Found by Oliver Jeffries</p>	<p>Seaside poems (2 weeks)  Splash, Anna Hibiscus! CLPE  TWS: Ruby's Worry by Tom Percival (3 weeks - linked to transition)</p>
<p><b>Listening, Attention &amp; Understanding</b></p>	<p>YR: Listen carefully to rhymes and songs, paying attention to how they sound. YR: Learn rhymes, poems and songs. YR: Engage in non-fiction books. ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>					
<p><b>Speaking</b></p>	<p>YR: Engage in story times. YR: Listen and talk about stories to build familiarity and understanding. YR: Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. YR: Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>					
<p><b>Comprehension</b></p>	<p>YN: Engage in extended conversations about stories, learning new vocabulary YR: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG: Anticipate—where appropriate—key events in stories. ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</p>					
<p><b>Writing</b></p>	<p>YN: Write some or all of their name. YN: Write some letters accurately YR: Form lower-case letters correctly. YR: Spell words by identifying the sounds and then writing the sounds with letters. YR: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. YR: Re-read what they have written to check that it makes sense. ELG: Write recognisable letters, most of which are correctly formed. ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG: Write simple phrases and sentences that can be read by others.</p>					
<p><b>Author Focus (one per half term)</b></p>	<p><b>Traditional Tales, Rhymes and Poems</b> Fairy tales Julia Donaldson Oliver Jeffers Nick Butterworth</p>					

Chitra Soundar

Recommended Reads

Owl Babies, Grandma Bird, Elmer, Peace at Last, Rosie's Walk, Jellicle Cats, So Much, Lulu Reads to Zeki, Silly Suzy Goose, What the Ladybird Heard

## Mathematics

Mastering Number

Subitising and counting skills  
Composition of numbers within 5  
Compare sets  
Use the language of comparison

Subitising and counting skills  
Composition of numbers within and beyond 5  
Identify when two sets equal/unequal  
Connect two equal groups to doubles  
Connect quantities to numerals

Consolidate counting skills  
Counting to larger numbers  
Developing wide range of counting strategies  
Secure knowledge of number facts through varied practice

Numerical Patterns

**(not covered by Mastering Number)**

YR: Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  
YR: Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  
YR: Continue, copy and create repeating patterns.  
YR: Compare length, weight and capacity.

## Physical Development

Gross Motor

YR: Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  
YR: Progress towards a more fluent style of moving, with developing control and grace.  
YR: Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future PE lessons and other physical disciplines.  
YR: Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  
YR: Combine different movements with ease and fluency.  
YR: Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.  
YR: Develop overall body-strength, balance, co-ordination and agility.  
YR: Further develop and refine a range of ball skills: throwing, catching, kicking, passing, batting and aiming.  
YR: Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

ELG: Negotiate space and obstacles safely, with consideration for themselves and others.  
ELG: Demonstrate strength, balance and coordination when playing.  
ELG: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Provision: Outdoor obstacle courses, bikes, climbing equipment, bats, balls, hoops beanbags tec.

Explicit teaching: PE Sessions. Dance, gymnastics, balls skills and team games.

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Fine Motor

YR: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils, paintbrushes, scissors, knives and forks.  
YR: Develop the foundations of a handwriting style which is fast, accurate and efficient.  
YR: Further develop skills to manage the school day successfully: lining up and queuing, meal times, personal hygiene.

ELG: Hold a pencil effectively in preparation for fluent writing—using the tripod grip in almost all cases.  
ELG: Use a range of small tools, including scissors, paint brushes and cutlery.  
ELG: Begin to show accuracy and care when drawing.

	Provision: Threading, tweezers cutting. Shaving foam, pasta, rice. Explicit teaching: Dough disco. Name writing. Cutting in straight lines. Rolling to make binoculars	Provision: Threading, tweezers cutting, Shaving foam, pasta, rice, pegs. Explicit teaching: Dough disco. Pen pals handwriting. Sewing fish shapes. Cutting around simple shapes.	Provision: Threading, tweezers cutting. Shaving foam, pasta, rice pegs. Tools and cutlery. Explicit teaching: Dough disco. Pen pals handwriting. Cutting around more complex shapes.
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## Expressive Arts & Design

<b>Creating with Materials</b>	<p>YN: Drawing with increasing complexity and detail, such as representing a face with a circle and including details.          YN: Make imaginative and complex 'small worlds' with blocks and construction kits.          YN: Develop their own ideas and then decide which materials to use to express them.          YR: Explore, use and refine a variety of artistic effects to express their ideas and feelings.          YR: Return to and build on their previous learning, refining ideas and developing their ability to represent them.          YR: Create collaboratively, sharing ideas, resources and skills.</p> <p>ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.          ELG: Share their creations, explaining the process they have used,          ELG: Make use of props and materials when role playing characters in narratives and stories.</p>
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<b>Draw from Overarching Themes</b>	Provision: Self-portraits, painting families, Painting pets. Seasonal pictures. Maps or the bear. Bear masks, 3 pigs role play props. Christmas crafts. Explicit teaching: Drawing self-portraits. Leonardo Di Vinci. Christmas cards. Clay poppies. Firework pictures. Christmas crafts.	Provision: Seasonal pictures. Cotton bud snowflakes. Colour/paint rainbow fish and add shiny scale. Handprint fish, Explicit teaching: Sunflowers Vincent van Gogh. Mother's Day and Easter cards. Junk model boats, jelly fish. Cutting snowflakes, Collage rainbow fish. Jelly fish and octopus junk modelling.	Provision: Seaside paintings and collage. Self portrait for transition work. Seasonal pictures. Explicit teaching: Claude Monet Beach in Pourville. Father's Day crafts.
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## Being Imaginative & Expressive

	<p>YR: Listen attentively, move to and talk about music, expressing their feelings and responses.          YR: Watch and talk about dance and performance art, expressing their feelings and responses.          YR: Sing in a group or on their own, increasingly matching the pitch and following the melody.          YR: Develop storylines in their pretend play.          YR: Explore and engage in music making and dance, performing solo or in groups.          ELG: Invent, adapt and recount narratives and stories with peers and their teacher.          ELG: Sing a range of well-known nursery rhymes and songs.          ELG: Perform songs, rhymes, poems and stories with others and try to move in time with music.</p>
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	Provision: Explicit teaching:	Provision: Explicit teaching:	Provision: Explicit teaching:
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<b>Charanga</b>						
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