Reception Curriculum Map

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | All About Me | Space | People Who Help Us | Tails and Whiskers | At the Bottom of the Garden/Mini Beasts | Under The Sea |
| **Core Texts** | My Mum and Dad Make Me Laugh, Funny Bones, Owl Babies, Dogger, My Five Senses | Beegu, Aliens Love Underpants, Whatever Next!, How to Catch a Star | People Who Help Us: Chef, Fire  Fighters, Doctors, Police The Jolly Postman, Five Minutes’ Peace | Dear Zoo, We’re Going on a Bear Hunt, Handa’s Hen, Six Dinner Sid, Farmer Duck, Polar Bear, Polar Bear, What Do You Hear? | The Bad-Tempered Ladybird, The Very Hungry Caterpillar Oliver’s Vegetables, Snail Trail, Little Red Hen and Tiny Seed | Rainbow Fish, Tiddler, Commotion in the Ocean, A Hole in the Bottom of the Sea, The Snail and the Whale, Sharing a Shell, The Storm Whale |
| **Literacy** | Read, Write, Inc.  Letter writing, poems, invitations, recounts, descriptions | | | | | |
| **Speaking and Listening** | Role Play, Show and Tell, sharing work, partner talk, rhyming raps, circle time, questioning skills, puppet shows, small world, retelling stories, listening to stories without props, reading to and listening to a partner read and ask relevant questions, sound buttons, making videos and playing them back, phonics phones, song making, watching photos of the day and talking about them. | | | | | |
| **Numeracy** | Counting | Counting | Counting | Counting | Counting in 2’s  Addition and Subtraction  Doubling/Halving | Numbers beyond 20  Counting in 2’s, 5’s and 10’s  Addition and Subtraction  Problem solving |
| **Art and Design Projects** | Self portraits | Objects from space | Emergency vehicles | Animals | Model garden | Sea animals |
| **PE** | Balance skills: holding the body in various positions, using different combinations of body parts to hold positions, travelling along beams.  Locomotor skills: running through an obstacle course, skipping and hopping.  Ball skills: kicking, rolling and throwing a large ball, catching a ball between waist and chest height. | | | | | |

Children in Reception are provided with a stimulating learning environment which encourages learning through play – a fundamental part of early learning. The school uses the Early Years Foundation Stage Curriculum to plan learning opportunities in the following areas:

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| **Characteristics of Learning** | **Prime Areas** | **Specific Areas** |
| **Playing and exploring – engagement**   * Finding out and exploring * Playing with what they know * Being willing to ‘have a go’   **Active learning – motivation**   * Being involved and concentrating * Keeping trying * Enjoying achieving what they set out to do   **Creating and thinking critically – thinking**   * Having their own ideas * Making links * Choosing ways to do things | **Personal, Social and Emotional Development**   * Making relationships * Self-confidence and self-awareness * Managing feelings and behaviour   **Physical Development**   * Moving and handling * Health and self-care   **Communication and Language**   * Listening and attention * Understanding * Speaking | **Literacy**   * Reading * Writing   **Mathematics**   * Numbers * Shape, space and measure   **Understanding of the world**   * People and communities * The world * Technology   **Expressive Arts and Design**   * Exploring and using * Being imaginative |