



# Reception Curriculum Map 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Books	The Enormous Turnip	Owl Babies Goldilocks and The Three Bears	Handa's Surprise Handa's Hen The Three Billy Goats Gruff	The Three Little Pigs	The Naughty Bus Whatever Next	The Greatest ShowPenguin
<b>Topic/Area of interest</b> <b>Possible lines of Enquiry</b>	Me, my Family and I	If you go down in the woods today	Let' visit Africa	Who lives where?	We're going on a journey	Let Me Entertain you
<b>Communication and Language</b>	Jack and Jill Humpty Dumpty  Who? What doing? Colour Semantics  Wellcomm Experiencing new words - gigantic, enormous, tiny, teeny, Pronouns - he , she Prepositions - behind, infont	Hickory Dickory Dock  When Santa Got Stuck up the Chimney  What doing/ What Colour Semantics  Fantastics - Word collecting, putting a word into a sentence and then extending it.	Ring a ring a roses Mary had a little lamb  I wonder why?  Where? Colour Semantics.  Helicopter Stories led by an adult	Twinkle Twinkle  Colour Semantics children follow the strip and say a sentence with all the elements of who, what doing, what and where.  Helicopter Stories led by children	Story telling language Once upon a time, happily ever after, after that, all of a sudden.  Helicopter Stories led and delivered by children  Children having the skills to take part in a conversation	Story telling language Suddenly there was, Next came a ...
<b>Vocabulary</b>	Words associated with their family.	Woods Owl Nocturnal	Africa African Plain Elephant	Habitat Castle Underground	Maps Local area Journey	Celebrate Performer Musician

	Mum Dad Sister Brother Cousin, Grandma Nana etc	Eery Dark	Tiger Giraffe Desert	Tree top (names of minibeasts)	Travelling Building Railway track	Names of instruments Circus Acting Acrobat
<b>PSED</b>	Jigsaw	Jigsaw	Jigsaw	Jigsaw	Jigsaw	Jigsaw
<b>Physical Development</b>	<p><u>PE - Gymnastics</u></p> <p>Jump in a range of ways from one space to another</p> <p>Show control when jumping and balancing</p> <p>Create a sequence using different jumps, e.g. pencil jump and rolls, e.g. egg roll</p> <p>Perform a sequence to a small group</p> <p>Gross Motor Assessment all children will plot Gross motor when we know the outcomes of the assessment</p> <p>Fine Motor - Brushing, mopping, carrying, lifting experiences.</p>	<p><u>PE - Gymnastics</u></p> <p>Control a ball in different ways, e.g. using their feet</p> <p>To practise throwing at a target</p> <p>Work with a partner using a ball</p> <p>Use a bat or racket to move and control an object</p> <p>Catch and bounce balls</p> <p>Kick a ball</p>	<p><u>PE - Dance</u></p> <p>To show ideas, thoughts and feelings through dance</p> <p>Use large and small movements, showing control</p> <p>Move confidently in a range of ways, using their imagination</p> <p>Perform their dance to a group of children</p>	<p><u>PE - Dance</u></p> <p>Remember a range of movements to create a short dance</p> <p>Work as a team to create a short dance</p> <p>Remember and perform their dance to a small group</p> <p>Talk about what they liked about a dance and how it can be improved</p>	<p><u>PE - Gymnastics</u></p> <p>Move in a range of ways, using equipment</p> <p>Move around, under and over different types of equipment</p> <p>Combine movements together while negotiating equipment</p>	<p><u>PE - Games</u></p> <p>Further develop ability to control a ball in a range of ways</p> <p>Throw accurately at a target</p> <p>Use throwing skills in games</p> <p>Develop ability to throw, catch, bounce and kick a ball</p>
<b>Literacy</b>	Read and write individual sounds from phase 2 Segment to spell with phase 2 sounds.	Read and write individual sounds from phase 2 Segment to spell with phase 2 sounds.	Read and write individual sounds from phase 3 Segment to spell with phase 3 sounds.	Read and write individual sounds from phase 3 Segment to spell with phase 3 sounds.	Read and write individual sounds from phase 4 Write short sentences with words with known sound-letter Segment to spell with phase 4	Read and write individual sounds from phase 4 Re-read what they have written to check that it makes sense

					sounds.correspondences using a capital letter and full stop	Segment to spell with phase 4 sounds.
<b>Phonics (word reading)</b>	Little Wandle Phase 2 Read, write phase 2 graphemes. Read cvc words with phase 2 phonemes.	Little Wandle Phase 3 Read, write phase 2 graphemes. Read cvc words with phase 2 phonemes.	Little Wandle Phase 3 Read, write phase 3 graphemes. Read cvc words with phase 3 phonemes.	Little Wandle Phase 3 Read, write phase 3 graphemes. Read words with phase 3 phonemes.	Little Wandle Phase 4 Read, write phase 4 graphemes. Read words with phase 4 phonemes.	Little Wandle Phase 4 Read, write phase 4 graphemes. Read words with phase 4 phonemes.
<b>Mathematics</b> Daily	Getting to know you  Just like me!	It's me 1,2,3  Light and Dark	Alive in 5  Growing 6,7,8	Building 9, 10 Consolidation	To 20 and beyond  First, then and now	Find my pattern  On the move
<b>Understanding the world</b>	<b>Past and Present</b>  Talking about my family  Naming and describing people who are familiar to me  Links to Plan Science Document Humans: Describe people who are familiar to them.  <b>People, culture and communities</b> Begin to understand that not all people celebrate the same things as them. Travelling Tuesday to cover London, Scotland, Wales, Ireland, Blackburn	<b>Past and Present</b> Knowing that grandparents are older than parents Beginning to use phrases such as long time ago, last week, yesterday  <b>People, culture and communities</b>  Recognise that people have different beliefs and celebrate special times in different ways.  <b>The Natural World</b>  UW: Recognise some environments that are different to the one in which they live. Animals ex Humans: Name and describe	<b>Past and Present</b> Recognise and describe special eve  <b>People, culture and communities</b> Use a map for simple information.  Recognise some similarities and differences between life in this country and life in other countries.  Naming people who are special to them.  <b>The Natural World</b>  UW: Recognise some environments that are different to the one in which they live. living things and their habitats: Explore plants	Understand that some places are special to members of their community.  UW: understand some important processes and changes in the natural world Materials- explore a range of materials, including natural materials  UW: Changes in the natural world including states of matter Make objects from different materials including natural Compare how materials change over time  Travelling Tuesday to cover	Drawing simple information on a map  UW: Describe what they see, hear and feel Sound: Listen to sounds outside and identify the source Make sounds  UW: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Earth and Space: Learn about the earth sun and moon. Learn about space travel  UW: Describe what they see, hear and feel whilst outside. Light: Explore rainbows	UW: Understand some important processes and changes in the natural world Understand the effect of changing seasons on the natural world around them.  Travelling Tuesday Will focus on whichever Country we receive for whole school world vision. Children will compare and contrast to where we live.  UW: Describe what they see, hear and feel whilst outside. Light: Explore Shadows

	<p><b>The Natural World</b> Explore the natural world around them.</p> <p>Links to Plan Science Document Humans Describe what they see, hear and feel whilst outside.</p> <p><b>UW: Talk about members of their immediate family and community. • Name and describe people who are familiar to them.</b></p> <p>Humans: Learn how to take care of themselves-</p> <p>Travelling Tuesday to cover London, Scotland, Wales, Ireland, Blackburn</p>	<p>animals that live in different habitats Describe different habitats</p> <p><b>UW: Explore the natural world around them.</b></p> <p>Plants: Explore plants in surrounding environment</p> <p>Play and explore outside in different weathers</p> <p>Travelling Tuesday to cover A farm, under the ocean, in the jungle,</p>	<p>and animals in a contrasting environment</p> <p><b>UW: Changes in the natural world including states of matter</b></p> <p>Materials: observe how materials are changed when heated and cooled- chocolate/ jelly/ snow/ ice</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Travelling Tuesday to cover Africa</p>	<p>Who lives underground? Who lives in a castle? Types of houses in the local area? Who lives in a cold place?</p>	<p><b>UW: Understand some important processes and changes in the natural world</b></p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Travelling Tuesday to cover</p> <p>Following maps in the local area Creating treasure maps Revisit London, Scotland, Wales and Ireland</p> <p>Light</p>	<p><b>UW: Explore the natural world around them.</b></p> <p>Lants: Support children to identify different plants e.g. trees, bushes, flowers, vegetables, herbs. Ensure children are careful when exploring the plants and do not damage them in any way. Encourage children to touch and smell the plants, when ap</p>
<p><b>Expressive Arts and Design</b></p>	<p><u>Active Music</u> <u>Rhythm and Pulse</u></p> <p>Begins to feel the pulse in music through songs, games and movement.</p> <p>Pat a cake clapping games with a partner</p>	<p><u>Active Music</u> <u>Rhythm and Pulse</u></p> <p>Use untuned instruments to demonstrate rhythm in songs</p> <p>To keep a steady beat using chants</p>	<p><u>Active Music</u> <u>Singing Games</u></p> <p>To sing simple songs from memory</p> <p>To add movement and actions to singing</p>	<p><u>Active Music</u> <u>Singing Games</u></p> <p>To invent actions to a steady pulse</p> <p>To clap, stamp and sing to a steady pulse</p>	<p><u>Active Music</u> <u>Pitch</u></p> <p>Explore how sounds can change</p> <p>Recognise whether a pitch is the same or different</p>	<p><u>Active Music</u> <u>Instrumental</u></p> <p>Follow instructions to play untuned instruments with control</p>

	<p>Cuts circle shape (a circle of 6inch in diameter, within <math>\frac{1}{2}</math> from the drawn line, improving to about <math>\frac{1}{4}</math> inch), Cuts square shape, paint a self-portrait selecting colours and adding detail such as eyes, nose, mouth. Holds a paint brush with control using a tripod grasp. Able to join materials together using selloptape, masking tape, glue.</p> <p>Travelling Tuesday - Experience Art, Music and Dance from another Country</p> <p>London Scotland Wales Ireland</p>	<p>Cuts complex shapes, learn about artists Georgia O'Keeffe, use staplers to join materials together. Learn a new printing technique to create radiating light (Balla). Make a moving puppet using split pins. Make models and add to them. Visit a virtual art gallery.</p> <p>Travelling Tuesday - Experience Art, Music and Dance from another Country</p> <p>Travel to the ocean Travel to a farm Travel to a city Travel to a village</p>	<p>To lead the class with a call and response song</p> <p>Look at African Art, traditional African patterns, making African Jewellery, use a paint brush to add detail, able to confidently cut using the correct technique, explore with clay and tools used with clay to add detail.</p> <p>Travelling Tuesday - Experience Art, Music and Dance from another Country</p>	<p>Clap and jump to the rhythm</p> <p>Know how to make a desirable colour eg green, orange. Can attempt to talk through a process of making a model. Is able to start a project and re visit to add and modify. Is confident in using tools such as stapler, scissors, hole punch, roller. Look at artists such as Van Gogh, Kandinsky, Marc Rothko</p> <p>Travelling Tuesday - Experience Art, Music and Dance from another Country</p>	<p>Be able to use shorter, longer, higher, lower sounds using their voices/tuned instruments</p> <p>Can confidently talk through a process and show others how to make or carry out a task. Is able to manipulate clay to a desired effect or shape, can make different colours using paint, experience water colours. Looks at artists such as Monet, Beatrix Potter, compare traditional pottery with modern pottery.</p> <p>Travelling Tuesday - Experience Art, Music and Dance from another Country</p>	<p>Use words to describe the instrumental sounds</p> <p>Play rhythm patterns using untuned instruments</p> <p>Play short melodies using tuned instruments</p> <p>Creating with Materials ELG Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used</p> <p>Travelling Tuesday - Experience Art, Music and Dance from another Country</p>
<p><b>First Hand Experiences</b></p>	<p>Harvest Assesmbly Planting bulbs with parents Theatre trip/performance Forest School Stay and Read</p>	<p>Inter school sports competitions Mother's day Stay and Read World book day Celebrating the community (Flowers for Mother's Day)</p>	<p>Travelling by Tuba World Vision Father's Day Queen's Jubilee Celebrating the community (chocolates for Father's Day)</p>			

	<p>Celebrating the community (mental health week- Positive quotes)</p> <p>Train journey</p> <p>Visit to a café</p> <p>Trip to the cinema</p> <p>Stay and play</p> <p>Local walk</p> <p>Travelling Tuesday</p> <p>Remembrance day</p> <p>Visit from Father Christmas</p>	<p>Bedtime story</p> <p>Visit from Creepy Crawly man</p> <p>Growing vegetables in the allotment</p> <p>Local walk</p> <p>Travelling Tuesday</p> <p>Chinese new year</p> <p>Hatching Chicks</p> <p>Pancake Day</p>	<p>Sports day</p> <p>Growing vegetables in the allotment</p> <p>Learning to ride a bike</p> <p>Local walk</p> <p>Travelling Tuesday</p> <p>St George's Day</p> <p>End of year trip</p>
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