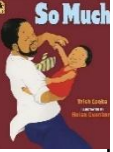
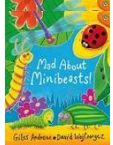
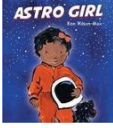
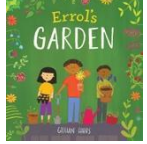
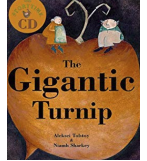
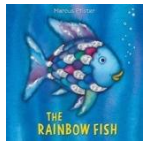
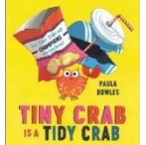
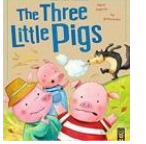
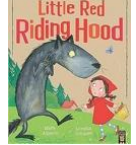


Reception Curriculum Map

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Starting School/All about me/Minibeasts	Transport/Artic	Scrumptious Food	Growing	Under the Sea	Into the Woods/Fairy Tales
Events / Trips / Enrichment	Caterpillars to Butterflies in class Minibeast workshop Black History Month (October), Halloween	Black Taxi in playground. Fire engine visit to school. Environment Transport watch Bonfire Night, Diwali, Christmas	Trip to the local bakery Chinese New Year, Pancake Day	Visit by Gardener. Gardening Workshop Mother's Day, Ramadan	Fish in classrooms	Epping Forest/Gruffalo walk Summer Graduation Father's Day/ Eid
Core books	   	   	   	  	   	  
Supporting Books	The Bug School, Yucky Worms, The Very Busy Spider, Spinderella, Aaarrrrrgggh Spider	The Train Ride, Whatever Next, Lost and Found	The Runaway Pea, Biscuit Bear, Handa's Surprise, Supertato	The Gigantic Turnip, Oliver's Vegetables, Oliver's Fruit Salad, The Extraordinary Gardener	Surprising Sharks, The Whale and the Snail, Somebody Swallowed Stanley, The Odd Fish, Tiddler	Hansel and Gretal, The Three Billy Goats Gruff, Billy and the Beast, Mixed up Fairytales, Stickman
Poetry / Songs by heart	Recap Nursery Rhymes. Poetry – Mad about Minibeasts, If I were a Minibeast	Song – Snowflake, Rudolph the Red Nose Reindeer	Song – Tommy Tomato	Song – Find a Little Seed	Poetry – Commotion in the Ocean. Song - Fish blow bubbles.	Song - Fairy Tale Tea Party
Phonics / RWI	Set 1 Sounds (16 sounds)	Set 1 sounds (25 sounds) Blend sounds into words orally.	Blend sounds to read words independently. Learn Set 1 Special Friends.	Read Set 1 Special Friends. Read 3-sound nonsense words.	Read 4/5 sound words. Read 3/4 sound nonsense words. Learn Set 2 Sounds.	Read Set 2 Sounds and matching phonics green words. Including longer words.
Common Exception Words			I, the, to, go, no	he, she, we, me, be	my, you, they, her, all, are	said, so, have, like, some, come, were, there, little, one, do, when, out, what

Reception Curriculum Map

Writing/ Literacy	Opportunities for children to be able to recognise their names. To be able to copy/trace letters in their name. By the end of the first half term to be able to write a few letters from their name independently. Children giving meaning to their drawings. Children to listen and join in with stories and rhymes.	Children to hear and write initial sounds in words. Children to be able to write their names. Children to listen and engage in story time learning new vocabulary and key words.	Write CVC words with support. Begin to form letters correctly. Children to listen and enjoy a range of stories and make comments about what is happening in the story.	Write CVC words independently. To write labels and simple captions with support. To be able to sequence a story with a clear beginning, middle and end.	Spell words using their phonetic knowledge. Write simple phrases and sentences using finger spaces and full -stops. (Supported) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Write a series of short sentences with words with known letter-sound correspondences and some common exception words using a capital letter and full stop. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Maths	Subitising within 3; Counting skills; Compositions up to 4; Comparison: More / Fewer	Continue counting skills; Comparison: Equal; Composition up to 5; Match numerals to quantities within 10.	Continue counting skills; Subitising within 5; Composition up to 7; Comparison: Unequal sets to equal set.	Continue counting skills; Comparison up to 8; Composition - Doubles / Sorting into add & even numbers	Continue counting skills; Subitising up to 6; Composition - of 10 Comparison: linked to ordinality	Review: Subitising up to 6 Numberbond to 10 Comparison Number Patterns
Personal Social Emotional Development	Emotional Literacy Talking about how you physically feel. I feel sick. I feel hungry. I feel hot/cold. Hungry caterpillar had a tummy ache. What can you do if you feel unwell? Why do you think he feels unwell?	Emotional Literacy Being able to articulate things that you like/interest you. 'I like playing football'. Astro Girl - Use Astrid's fascination with space as a springboard for children to discuss their own hobbies and interests. Blue penguin – Introduce that not all children have the same interests/hobbies.	Emotional Literacy 'I think this character is feeling... because' Encourage children to think of solutions Little Red Hen – How did Little Red Hen feel when no one was helping her make the bread.	Emotional Literacy When other people are kind to me, it makes me feel.... When I can kind to others... it makes me feel. Errol's Garden - Being helpful and kind – Link to how the neighbours all came together to help each other.	Emotional Literacy 'It is important to throw rubbish in the bin because...' 'We should not put plastic in the ocean because...' The Odd Fish – Responsibility for looking after our environment and being responsible citizens.	Emotional Literacy "I think Goldilocks is a bad character because she stole their porridge" Think about reasons why... Making judgements.. Explain why characters in the story such as the Big Bad Wolf and the trolls' actions are not good. Children explain reasons and think of solutions.
Understanding the World (Geography)	Human and Physical - Local Environment Where do live? Share photos of flat/houses.	Locational Familiarise children with name and location of the UK and city of London. Human and Physical Compare local environment to the Artic (Edmonton Green) Skills and Fieldwork Know what a map is. Use google earth to find earth from space and to show Artic.	Locational Identify different locations around the world. (Countries/Continents) Learn about different food around the world. Skills and Fieldwork Use a globe to locate different countries.	Human and Physical Understand the effects of changing seasons on the natural world around them.. Use outdoor learning to encourage children to observe changes in spring.	Locational Identify land/sea and introduce the seas around the world. Human and Physical Explore habitats of creatures and compare physical features and landscapes. Learn about preserving natural environments (Plastic in the ocean)	Skills and Fieldwork Draw information from a simple map. Follow a map and start to make own maps.

Reception Curriculum Map

Understanding the World (History)	Changes over time: Understanding daily routine.	Significant Individual: Significant people in the children's lives Roald Amundsen Old and New Transport		Changes over time: Growing beans Life cycle of Butterflies. Sequencing time (Baby to now)	Significant Individual King Charles	Changes over time: Chronological order (Sequence of a story) Family tree project
Understanding the World (Science)	Animals inc humans <i>Observational</i> drawing. <i>Identifying</i> minibeasts and <i>naming</i> different parts of their bodies. (Wings, antennas etc)	Space Recognise earth, sun, moon and other planets. Rocket making – bicarb & vinegar experiment. Artic Artic – Learn about the Artic Habitat and its differences to our local environment. Freezing/melting	States of Matter Baking Gingerbread men and bread. Describe observe and describe changes e.g., melting butter, combining ingredients.	Plants Plant seeds and <i>observe</i> growth of beans over time. Planting bulbs and vegetables in the classrooms and the gardens. (Strawberries, cucumbers etc) Life cycles Caterpillars to Butterflies <i>Observing changes over time</i>	Living things and their habitats Label the different parts of a fish (fin, scales, tail etc) Sorting sea and land creatures into their habitats. Observing, talking about and identifying different sea creatures.	Plants Woodland - Identifying different trees. Introduce deciduous and evergreen.
Understanding the World (RE)	F5 Where do we belong?	F4 What times are special and why?	F6 What is special about our world?	F2 Which people are special and why?	F3 Which places are special and why?	F3 Which places are special and why?
Expressive Arts and Design (Art)	Collage: The Art of Eric Carle.		Drawing / Painting: Georgia O'Keeffe.		Sculptures Andrew Goldsworthy - Nature Art Barbara Hepworth	
Expressive Arts and Design (DT)	Textiles: Exploring how to combine a range a material to make buses and rockets with junk modelling		Food: Designing own gardens (Errol's Garden) and preparing fruit for a salad.		Structures: Exploring a range of structures and making homes for the Three Little Pigs.	