



Curriculum Mapping: Reception



	Term 1 Autumn	Term 2 Spring	Term 3 Summer			
<p>Our long-term plan displays a progression of knowledge and skills throughout the year. Outcomes for knowledge are taken from the Educational Programmes stated in the Statutory Framework for EYFS. Progression from Reception into Year 1 have been considered when planning overviews to ensure curriculum coverage and to ensure that each child thrives on their individual learning journey. Adaptations will be made to the curriculum to meet learners' needs.</p>						
	Who am I?	What do you celebrate?	Real life superheroes Who are they?	What is out there?	Where do animals live? What's inside the Egg?	Are Minibeasts like me? Are Plants Alive?
Themes	Me and my family Traditional Tales Friendship Well-being Emotions	Diwali Bonfire Night Christmas Remembrance Day Hannukah	People who help us Future careers Chinese New Year Local Area	Space Planets The Moon Astronauts Space Travel Easter	Ducks- Living Eggs Penguins Frogs Farmyard animals Where does food come from	Minibeasts Plants/Growing Garden Caterpillars Bees
Key Texts	Nursery Rhymes Gingerbread Man Three Little Pigs Goldilocks Little Red Hen Funny Bones This is me Marvelous Me Only One You How are you feeling today?	Nursery Rhymes Non-Fiction texts Rama and Sita story The Nativity/First Christmas Story Stickman	Superhero Like You People who help us Non-Fiction texts Visitor Talks/Recounts What jobs could you do?	Smeds and Smoos Whatever Next! Non- Fiction Texts Man on the Moon Roaring Rockets Here come the Aliens Aliens Love Underpants Meet the planets How to catch a star? Rocket says Look up? Easter Story	Non-Fiction texts Emperor's egg The Odd Egg Farmer Duck Look what I found on the farm? Big farms Little Farms Kingswood Trip recount	Jaspers Beanstalk Bumble Bear What the ladybird heard The Very Bad Tempered Ladybird Super worm The Very Hungry Caterpillar Mad about Minibeasts Non fiction texts The Crunching Munching Caterpillar A Seed in Need Oliver's Vegetables Seasons Come, Seasons Go Tree
PSED	Identify and express their own feelings Understand healthy living and make healthy choices	Think about the perspectives of others Show understanding of others feelings (empathy)	Work towards goals (e.g. choose a model to make, decide how to rescue small world characters) and make steps to meet it.	Follow instructions-making models etc.	Be confident to try new activities Develop independence	Set and work towards simple learning goals

CL	Be able to express a point of view Listen and respond to stories Express ideas and feelings	Make comments about what they have heard Express ideas and feelings	Acquire and use new vocabulary Respond to non-fiction texts and stories	Respond to non-fiction texts and stories Ask questions and respond appropriately	Offer explanations for why things happen Ask questions and respond appropriately	Offer explanations and responses to stories and experiences Speak audibly and in full sentences
PD	Develop the skills needed to successfully navigate the school day e.g. lining up Revise and use fundamental movement skills Dough disco	Use core muscle strength to achieve good posture (start to develop handwriting posture) Dough disco	Negotiate space and obstacles safely Use a range of tools effectively Write Dance	Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc. Write Dance	Demonstrate different ways of moving Squiggle me into a writer -Letter formation	Use a range of small tools effectively Squiggle me into a writer -Letter formation
Literacy	Essential Letters and Sounds Autumn 1 - s/a/t/p/i/n/m/d/g/o/c/k/ck/e/u/r/ss/h/b/f/ff/l/l Discrimination of sounds Initial sounds Name writing Fine motor- pencil control Listen to stories and retell	Essential Letters and Sounds Autumn 2 - j/v/w/x/y/z/zz/qu/ch/sh/th/ng/nk/ai/ee/ig h/oa Letter formation Writing initial sounds and basic CVC labels Retell stories through small world and role play Describe events in familiar stories and predict events (join in)	Essential Letters and Sounds Spring 1 - oo/ar/ur/oo/or/ow/oi/e ar/air/ure/er/ow Letter formation Initial sounds and CVC labels (extend to captions) Draw vocabulary and knowledge from non fiction books and stories	Essential Letters and Sounds Spring 2 - review Labels and captions Short sentences- finger spaces, full stops and capital letters Draw vocabulary and knowledge from non fiction and use throughout the day in different contexts	Essential Letters and Sounds Summer 1 - CVCC, CCVC, CCVCC, CCCVC, CCCVCC. Captions and sentences Use and understand new vocabulary from stories, poems and non fiction Discuss what they know/ have found out Sequence and retell stories	Essential Letters and Sounds Summer 2 - ay/ou/ie/ea/oy/ir/ue/aw/wh/ph/e w/oe/au/ey/a-e/e-e/i-e/o-e/u-e/c Sentences- finger spaces, caps letter, full stops Use and understand new vocabulary from songs and stories Sequence and retell stories Adapt narratives
Maths	<u>Getting to know you</u> Match objects and Match pictures and objects Identify a set and Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts Compare size <u>Talk about measures and patterns</u> Compare mass and Compare capacity		<u>Alive in 5!</u> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare Mass and Compare capacity. <u>Growing 6,7,8</u> 6,7 and 8 Making pairs (odds/evens) Combining 2 groups		<u>To 20 and beyond</u> Building numbers beyond 10 Counting patterns beyond 20 <u>How many now?</u> Adding more Taking away <u>Manipulate, compose and decompose</u>	

	<p>Explore simple patterns Copy and continue simple patterns Create simple patterns</p> <p><u>It's me 1 2 3!</u> Representing, comparing and composition of numbers 1,2,3 One more/less Circles and Triangles - Position <u>1,2,3,4,5</u> Representing, comparing and composition numbers to 5 Subitise - One more/ one less Shapes with 4 sides My day and night</p>	<p>Doubles Conceptual subitising Length and Height Time</p> <p><u>Building 9 and 10</u> 9 and 10 Comparing numbers to 10 More/ Less Even/ Odd Doubles to 10 Bonds to 10 3D shape Pattern</p>	<p>Match, rotate, manipulate shapes Compose and decompose shapes Find 2D shapes within 3D shapes</p> <p><u>Sharing and grouping</u> Doubling Sharing and grouping Even and Odd</p> <p><u>Visualise map and build</u> Pattern rules Positions Mapping Deeping understanding Patterns and relationships</p>			
Under- standing the World	<p>Talk about the lives of people familiar to them. Name and describe people who are familiar to them. Comment on images of familiar situations and in the past.</p> <p>Compare and contrast the past</p>	<p>Explore differences in life in this country and other countries- stories</p> <p>Map work linked to celebrations</p> <p>Know some similarities and differences between religious and cultural communities</p> <p>Effect of the change in seasons</p>	<p>Know some similarities and differences between the world around them and contrasting environments</p> <p>Know some similarities and differences between religious and cultural communities</p> <p>Map work related to the local area.</p>	<p>Compare and contrast the past with the present day- use books, stories, characters and images</p>	<p>Explore the natural world, observing and describing the world around them</p> <p>Compare and contrast the past</p>	<p>Contrast environments Seasons Planting and growing Life cycles</p>
Expressive Arts and Design	<p>Explore the use of colour and design Talk about designs Make use of props and materials in the role play area to re create well known stories</p>	<p>Make use of props and materials in the role play area to re create well known stories</p> <p>Perform songs and stories</p>	<p>Explore the use of tools and materials</p>	<p>Invent and adapt stories through their role play and small world play</p> <p>Create and adapt designs</p>	<p>Perform poems</p> <p>Explore the use of tools and share designs etc.</p>	<p>Invent and adapt stories through their role play and small world play</p>
Trips and Events	<p>Puppeteer show of traditional tale story Diwali celebration day</p>	<p>Pop up play village- Chinese New Year celebration day People who help us visitors Walk to the local post box</p>	<p>Kingswood trip Duck eggs programme Caterpillar eggs programme</p>			