



## RECEPTION CURRICULUM MAP 2016-2017

	<b>AUTUMN 1</b> Super hero's (6 wks) Rosie's walk, Handa's Surprise (harvest)	<b>AUTUMN 2</b> Parties (7wks) Kippers birthday	<b>SPRING 1</b> Stories & rhymes (7 wks) The Gruffalo Stickman	<b>SPRING 2</b> Fantasy creatures (5wks) Whatever next On the way home	<b>SUMMER 1</b> Our community (7wks) Six Dinner Sid Farmer duck	<b>SUMMER 2</b> Seaside (7wks) Mr Gumpy's Outing Light house keeper
<b>Communication &amp; Language</b>	Maintains attention, concentrates and sits quietly during appropriate activity. Listens and responds to ideas expressed by others in conversation or discussion. Uses language to imagine and recreate roles and experiences in play situations.	Maintains attention, concentrates and sits quietly during appropriate activity. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Two-channelled attention - can listen and do for short span. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props.	Two-channelled attention - can listen and do for short span. Listens and responds to ideas expressed by others in conversation or discussion.	Maintains attention, concentrates and sits quietly during appropriate activity. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Maintains attention, concentrates and sits quietly during appropriate activity. Able to follow a story without pictures or props. Introduces a storyline or narrative into their play.
<b>Physical</b>	Experiments with different ways of moving. Shows a preference for a dominant hand. Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day.	Travels with confidence and skill around, under, over and through balancing and climbing equipment. Uses simple tools to effect changes to materials. Begins to use anticlockwise movement and retrace vertical lines. Shows understanding of how to transport and store equipment safely.	Begins to form recognisable letters. Eats a healthy range of foodstuffs and understands need for variety in food.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.	Jumps off an object and lands appropriately. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.

<b>LITERACY</b>	<b>Reading</b>	SEAL- New beginnings Initiates conversations, attends to and takes account of what others say. Aware of the boundaries set, and of behavioural expectations in the setting. Taking Care. - Owl Babies	SEAL - Getting on & falling out. Initiates conversations, attends to and takes account of what others say. Confident to speak to others about own needs, wants, interests and opinions. Aware of the boundaries set, and of behavioural expectations in the setting.	SEAL - Going for Goals. Explains own knowledge and understanding, and asks appropriate questions of others. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.	SEAL - Good to be me. Explains own knowledge and understanding, and asks appropriate questions of others. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Taking care.	SEAL - Relationships. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Can describe self in positive terms and talk about abilities. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	SEAL-Changes. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Can describe self in positive terms and talk about abilities. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	
		<b>RE</b>	Learning. Nurture in a religious tradition Significant events in their lives and of other with particular reference to birth ceremonies.	Showing care and concern for others. Examples of generous giving from religious traditions.	Expressing feelings. Stories that deal with feelings from religious traditions.	Specific to the Hindu tradition focusing on Holi and colour.	The local environment. Visit to a place of worship.	Care and concern for animals. Stories from religious traditions.  Exploring growing things, caring for them, being thankful.
		Hears and says the initial sound in words.	Links sounds to letters, naming and sounding the letters of the alphabet.	Continues a rhyming string. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Begins to read words and simple sentences.	Begins to read words and simple sentences.	Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	

	<b>Writing</b>	Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Writes own name and other things such as labels,captions.	Begins to break the flow of speech into words. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things such as labels,captions.	Continues a rhyming string. Links sounds to letters, naming and sounding the letters of the alphabet. Can segment the sounds in simple words and blend them together. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels,captions.	Writes own name and other things such as labels,captions.	Attempts to write short sentences in meaningful contexts.	Attempts to write short sentences in meaningful contexts.
<b>Maths</b>	<b>Numbers</b>	Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item	Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10.	Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Finds the total number of items in two groups by counting all of them. Finds one more or one less from a group of up to five objects, then ten objects.	Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects.	Says the number that is one more than a given number. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.	Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations.
	<b>S, S &amp; M</b>	Uses familiar objects and common shapes to create and recreate patterns and build models. Beginning to use everyday language related to money. Orders and sequences familiar events.	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Orders two or three items by length or height.	Can describe their relative position such as ' <i>behind</i> or <i>next to</i> '. Beginning to use everyday language related to money.	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.	Can describe their relative position such as ' <i>behind</i> or <i>next to</i> '. Orders two items by weight or capacity. Uses everyday language related to time. Measures short periods of time in simple ways.	Orders two or three items by length or height. Orders two items by weight or capacity.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Understanding the World</b></p>	<p>Enjoys joining in with family customs and routines. Our bodies. Looks closely at similarities, differences, patterns and change. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Enjoys joining in with family customs and routines. Light &amp; dark. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Materials. Looks closely at similarities, differences, patterns and change. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Pushes &amp; pulls. Enjoys joining in with family customs and routines. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Living &amp; growing. Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Floating &amp; sinking. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Expressive Art and design</b></p>	<p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Create simple representations of events, people and objects. Plays alongside other children who are engaged in the same theme.</p>	<p>Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Understands that different media can be combined to create new effects. Create simple representations of events, people and objects. Chooses particular colours to use for a purpose.</p>	<p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Experiments to create different textures. Uses simple tools and techniques competently and appropriately. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Introduces a storyline or narrative into their play.</p>	<p>Begins to build a repertoire of songs and dances. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Create simple representations of events, people and objects. Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Plays cooperatively as part of a group to develop and act out a narrative.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>VISITS or Visitors</b></p>	<p>School nurse - handwashing</p>	<p>Theatre: stickman</p>	<p>Go to the library</p>	<p>Visit to church for Easter</p>	<p>Walk in local area. Visit from police, lollipop person</p>	<p>Seaside</p>

