



WITHYMOOR PRIMARY SCHOOL CURRICULUM MAP FOR Reception

Learning Together, Aiming for Excellence



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Superheroes	Terrific Tales	Paws, Jaws and Claws	Come Outside!	Ticket to Ride!
Key Learning Opportunities	Starting School My New Class New beginnings Ourselves My Family including pets Toys and toys from the past Differences Being Kind Autumn	What am I good at? How have I changed? People who help us How did people help in the past? Our bodies Staying Healthy Staying Safe Road Safety Winter	Traditional Tales Traditional Tales with a twist Story map making Library Visit: Winter	Signs of Spring Animals in different places Categorising animals, farm, aquatic, pets etc. Climate Hibernation	Lifecycles Plants and flowers Weather and seasons Signs of summer Planting seeds Looking after the World	Travel and transport Where we live Trains, planes and space machines Who is Neil Armstrong? Holidays Visiting the seaside What lives under the sea? Where in the World shall we go? Pirates
Communication and Language	Listening, Attention and Understanding Understand how to listen carefully and why listening is important. Speaking Develop social phrases. "Good morning, how are you?"	Listening, Attention and Understanding Listen carefully to rhymes and songs, paying attention to how they sound. Speaking Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding. Speaking Describe events in some detail. Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences.	Listening, Attention and Understanding Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Speaking Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.	.ELG: Listening, Attention and Understanding <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and forth exchanges with their teacher and peers. ELG: Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	
PSED	Self-Regulation: Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Managing Self: Become more outgoing with unfamiliar people and show more confidence in new social situations. Building Relationships:	Self-Regulation: Identify and moderate their own feelings socially and emotionally Managing Self: Increasingly follow rules without adult reminders and understand why they are important. Building Relationships: Build constructive and respectful relationships.	Self Regulation: Talk with others to solve conflicts. Managing Self: Select and use activities and resources to achieve a goal (with help when needed). Building Relationships:	Self -Regulation: Show resilience and perseverance in the face of challenge. Managing Self : Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health. Building Relationships:	ELG: Self Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 	

	Play with one or more other children, extending and elaborating play ideas	Express their feelings and consider the feelings of others.	Help to find solutions to conflicts and rivalries.	Build constructive and respectful relationships.	<ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p style="text-align: center;">ELG: Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers:. Show sensitivity to their own and to others' needs.
Physical Development	<p style="text-align: center;">Fine</p> <p>Show a preference for a dominant hand. Use one-handed tools and equipment</p> <p style="text-align: center;">Gross</p> <p>Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully.</p>	<p style="text-align: center;">Fine</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p style="text-align: center;">Gross</p> <p>Refine and refine fundamental movement skills they have already acquired.</p>	<p style="text-align: center;">Fine</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p style="text-align: center;">Gross</p> <p>Know and talk about different factors that support their overall health and wellbeing.</p>	<p style="text-align: center;">Fine</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p style="text-align: center;">Gross</p> <p>Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p>	<p style="text-align: center;">ELG: Fine motor skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. <p style="text-align: center;">ELG: Gross motor skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
Literacy	<p style="text-align: center;">Word reading</p> <p>Understand the five key concepts about print.</p> <p style="text-align: center;">Comprehension</p> <p>Ask questions about the book. Develop play around favourite stories using props.</p> <p style="text-align: center;">Writing</p> <p>Write some or all of their name. Write some letters accurately.</p>	<p style="text-align: center;">Word reading</p> <p>Read individual letters by saying sounds for them.</p> <p style="text-align: center;">Comprehension</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p style="text-align: center;">Writing</p> <p>Form lower case and capital letters correctly.</p>	<p style="text-align: center;">Word reading</p> <p>Read simple phrases and sentences</p> <p style="text-align: center;">Comprehension</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their range of books.</p> <p style="text-align: center;">Writing</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p style="text-align: center;">Word reading</p> <p>Read a few common exception words matched to school scheme.</p> <p style="text-align: center;">Comprehension</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p style="text-align: center;">Writing</p> <p>Write short sentences with words with known sound.</p>	<p style="text-align: center;">ELG: Word reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p style="text-align: center;">ELG: Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play. <p style="text-align: center;">ELG: Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Key Texts	Little Hedgehog's Big Day Our Class is a Family Fletcher's Falling Leaves Leaf Man Pumpkin Soup Meesha Makes Friends Owl Babies Tilda Tries Again Ravi's Roar Room on the Broom My 5 senses Think Big! Lost and Found Perfectly Norman	Funny Bones The Best Diwali Ever The Jolly Christmas Postman The Growing Story Giraffe's can't Dance Nativity Story Rama and Sita Supertato Superworm 5 Minutes Peace Simon Sock Poppies Cbeebies animation Ruby's Worry	The Gingerbread Man The Enormous Turnip 3 Little Pigs Little Red Hen Jack and the Beanstalk On the Way Home Mr Wolf's Pancakes Pigs Might Fly Jack and the Jellybean Stalk	Micheal Recycle Easter Story Walking through the Jungle Dear Zoo Polar Bear, Polar Bear, What do you see? Farmer Duck Be Brave Little Penguin Rainbow Fish I wanna Iguana Rosie's Walk Handa's Surprise	Eddie's Garden Mabel's Magic Garden Oliver's Fruit Salad Bad Tempered Ladybird Someone Swallowed Stanley Oliver's Vegetables The Very Hungry Caterpillar The Tiny Seed Bee and Me Katie and the Sunflowers What we'll build	Tiddler The Way Back Home Mr Grumpy's Outing Whatever Next! How to Catch a Star What the Ladybird Heard at the Seaside The Storm Whale Sharing a Shell Commotion in the Ocean Little Whale All aboard the London Bus Snail and the Whale We're Going on a Bear Hunt
Phonics	Sounds- s a t p l n m d g o c k ck e u r h b f l Tricky words- is, l, the	Sounds- ff ll ss j v w x y z zz qu ch sh th ng nk Tricky words- as and his her has go no to into she he of we me be	Sounds- ai ee igh oa oo oo ar or ur ow oi ear air er dd mm tt bb rr gg pp ff Tricky words- was you they my by all are pure sure	Review phase 3 sounds Different endings of words eg: ing, s, es	Short Vowel: CVCC CCVCC CCCVC CCCVCC words. Root words ending in: -ing, - ed /t/, -ed /id/ /ed/ -est Tricky words- said so have like some come love do were here little says there when what one out today	Long Vowel CVCC CCVCC CCCVC CCCVCC words. Phase 4 endings and root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/
Mathematics	<p style="text-align: center;">Number</p> <p>Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5.</p> <p style="text-align: center;">Numerical Patterns</p> <p>Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity.</p> <p>Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.</p>		<p style="text-align: center;">Number</p> <p>Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals.</p> <p style="text-align: center;">Numerical Patterns</p> <p>Count verbally beyond 10. Understand the 'one more/one less than' relationship between consecutive numbers to 10</p> <p>Positional language: describe a familiar route, using words such as 'in front of' and 'behind'. Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes.</p>		<p style="text-align: center;">ELG: Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p style="text-align: center;">ELG: Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	
Understanding the World	Past and Present Begin to make sense of their own life story and family's history.	Past and Present Comment on images of familiar situations in the past.	Past and Present Compare and contrast characters from stories including figures from the past.	Past and Present Compare and contrast characters from stories including figures from the past	ELG: Past and Present <ul style="list-style-type: none">Talk about the lives of the people around them and their roles in society.	

	<p>People, Culture and Communities Talk about members of their immediate family and community.</p> <p>The Natural World Know there are different countries in the world and talk about the differences.</p>	<p>People, Culture and Communities Continue developing positive attitudes about the differences between people. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>The Natural World Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.</p>	<p>People, Culture and Communities Draw information from a simple map.</p> <p>The Natural World Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary.</p>	<p>People, Culture and Communities Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>The Natural World Begin to understand the need to respect and care for the natural environment and all living things. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Recognise some environments that are different to the one in which they live.</p>	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p style="text-align: center;">ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p style="text-align: center;">ELG: The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<p style="text-align: center;">Expressive arts and design</p>	<p>Creating with Materials Develop own ideas and decide which materials to use to express them. Explore colour and colour mixing.</p>	<p>Creating with Materials Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises.</p>	<p>Creating with Materials Make imaginative and complex ‘small worlds’ with blocks and construction kits. Show different emotions in their drawings. Join different materials and explore different textures.</p>	<p>Creating with Materials Create collaboratively sharing ideas, resources and skills. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop storylines in their pretend play</p>	<p style="text-align: center;">ELG: Creating with Materials</p> <ul style="list-style-type: none"> • 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; • Make use of props and materials when role playing characters in narratives and stories.
<p style="text-align: center;">Computing</p>					

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