



Reception Curriculum Maps

Personal, Social and Emotional Development					
Ourselves	Celebrations	Toys	Spring and new life	Animals	Traditional tales
<p>Initiates conversations, attends to and takes account of what others say.</p> <p>Children play cooperatively, taking turns with others.</p> <p>They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Aware of the boundaries set and of behavioural expectations in the setting.</p> <p>Bucket filling</p>	<p>Takes steps to resolve conflicts with other children, e.g. finding a compromise</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Understands that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Aware of the boundaries set and of</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Children are confident to try new activities, and say why they like some activities more than others.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>They say when they do or don't need help.</p> <p>Understands that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p>Understands that their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>They work as part of a group or class, and understand and follow rules.</p> <p>Bucket filling</p> <p>Metacognition – learning powers</p>	<p>Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow rules.</p> <p>They adjust their behaviour to different situations and take changes of routine in their stride.</p> <p>Bucket filling</p> <p>Metacognition – learning powers</p>	<p>Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow rules.</p> <p>They adjust their behaviour to different situations and take changes of routine in their stride.</p> <p>Bucket filling</p> <p>Metacognition – learning powers</p> <p>Talk about transition into Year One.</p>

Metacognition – learning powers	behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy. Bucket filling Metacognition – learning powers	Bucket filling Metacognition – learning powers			
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Physical Development					
Ourselves	Celebrations	Toys	Spring and new life	Animals	Traditional tales
<p>Experiment with different ways of moving. Jump off an object and land appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Use simple tools to effect changes to the materials Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p>	<p>Shows increasing control over an object, such as a ball, by touching, pushing, patting, throwing, catching or kicking it.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object, such as a ball, by touching, pushing, patting, throwing, catching or kicking it.</p> <p>Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing</p>	<p>Eats a healthy range of foodstuffs and understands need for variety in food</p> <p>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</p> <p>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Children know the importance for good health, of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.</p> <p>Healthy foods – where does food come from?</p> <p>Talk about changes in our body after exercise</p>	<p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Show understanding of how to transport and store equipment safely.</p> <p>Practise some appropriate safety measures without direct supervision.</p> <p>Reinforce changes in our body after exercise</p>

Communication and Language					
Ourselves	Celebrations	Toys	Spring and new life	Animals	Traditional tales
Maintain attention, concentrates and sit quietly during appropriate activity	Two channelled attention – can listen and do for short span.	Children listen attentively in a range of situations	Able to follow a story without pictures or props.	They give attention to what others say and respond appropriately while engaged in another activity.	They give attention to what others say and respond appropriately while engaged in another activity.
Responds to instructions involving a two part sequence	Children listen attentively in a range of situations	They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	Listens and responds to ideas expressed by others in conversation or discussion.	Children express themselves effectively, showing awareness of listeners needs.	Children express themselves effectively, showing awareness of listeners needs.
Uses language to imagine and recreate roles and experiences in play situations	They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	Understands humour e.g. nonsense rhymes, jokes	Children follow instructions involving several ideas or actions	They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	They develop their own narratives and explanations by connecting ideas or events.
Introduce a storyline or narrative into their play.	Introduce a storyline or narrative into their play.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Answer how and why questions about their experiences and in response to stories and events.	They develop their own narratives and explanations by connecting ideas or events.	
		Links statements and sticks to a main theme or intention	Children express themselves effectively, showing awareness of listeners needs.		
		They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.			

Literacy Reading					
Ourselves	Celebrations	Toys	Spring and new life	Animals	Traditional tales
<p>Continue a rhyming string.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Enjoy an increasing range of books.</p>	<p>Hear and say the initial sound in words</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</p>	<p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Know that information can be retrieved from books and computers</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They read some common irregular words</p>	<p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences</p> <p>Know that information can be retrieved from books and computers</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They read some common irregular words</p> <p>Reading information books</p>	<p>Children read and understand simple sentences.</p> <p>They read some common irregular words</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>Reading information books</p>	<p>They read some common irregular words</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>Reading traditional tales</p>

Literacy Writing					
Ourselves	Celebrations	Toys	Spring and new life	Animals	Traditional tales
<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Continues a rhyming string</p> <p>Write their own names and other things such as labels and captions</p> <p>Emergent writing</p>	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Hears and says the initial sound in words</p> <p>Begin to break the flow of speech into words,</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Write their own names and other things such as labels and captions</p> <p>Write simple lists</p>	<p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Write their own names and other things such as labels and captions</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Descriptions</p> <p>Labelling pictures</p>	<p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Attempts to write short sentences in meaningful contexts</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They write some irregular common words</p> <p>Writing descriptions</p> <p>Poetry</p>	<p>They write some irregular common words</p> <p>They write simple sentences which can be written by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Writing simple stories</p> <p>Retelling stories</p> <p>Descriptions of animals</p> <p>Writing information books</p>	<p>They write simple sentences which can be written by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Writing traditional tales</p> <p>Adapting traditional tales to write own stories.</p>

Mathematics Numbers

Ourselves	Celebrations	Toys	Spring and new life	Animals	Traditional tales
<p>Count up to three or four objects by saying one number name for each item.</p> <p>Count actions or objects that cannot be moved.</p> <p>Counts objects up to 10 and begin to count beyond 10.</p> <p>Count out up to six objects from a larger group.</p>	<p>Recognise some numerals of personal significance.</p> <p>Recognise numerals 1 to 5.</p> <p>Counts objects up to 10 and begin to count beyond 10.</p> <p>Select the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Count an irregular arrangement of up to ten objects.</p> <p>Uses the language of more or fewer to compare two sets of objects.</p>	<p>Finds the total number of items in two groups by counting all of them.</p> <p>Say the number that is one more than a given number.</p>	<p>Find one more or one less than a number from a group of up to five objects and then to ten objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p>	<p>Records using marks they can interpret and explain.</p> <p>Begin to identify own mathematical problems based on own interests and fascinations.</p> <p>Children count reliably with numbers from one to twenty, place them in order and say which number is one more/one less than a given number.</p>	<p>Using quantities and objects, they add and subtract two single digit numbers and count on and back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing.</p>

Mathematics Shape, Space and Measures					
Ourselves	Celebrations	Toys	Spring and new life	Animals	Traditional tales
<p>Select a particular named shape.</p> <p>Can describe their relative position such as behind or next to.</p>	<p>Order two or three items by length or height.</p> <p>Order two items by weight or capacity.</p>	<p>Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Order and sequence familiar events</p>	<p>Measures short periods of time in simple ways.</p> <p>Talk about, recognise and recreate simple patterns.</p>	<p>Use everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>

Understanding the World					
Ourselves	Celebrations	Toys	Spring and new life	Animals	Traditional tales
<p>Enjoys joining in with family customs and routines.</p> <p>Children talk about past and present events in their own lives, and in those of their families.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Complete a simple program on a computer.</p> <p>Uses ICT hardware to interact with age appropriate computer software.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p>	<p>Children talk about past and present events in their own lives, and in those of their families.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Complete a simple program on a computer.</p> <p>Uses ICT hardware to interact with age appropriate computer software.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>Traditions of bonfire night, Diwali, Christmas, birthdays etc.</p>	<p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Complete a simple program on a computer.</p> <p>Uses ICT hardware to interact with age appropriate computer software.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>Mobile phones, torches, programmable toys etc.</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Complete a simple program on a computer.</p> <p>Uses ICT hardware to interact with age</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Complete a simple program on a computer.</p> <p>Uses ICT hardware to interact with age appropriate computer software.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>Making habitats from natural materials</p>	<p>Complete a simple program on a computer.</p> <p>Uses ICT hardware to interact with age appropriate computer software.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>

<p>Body parts</p> <p>Senses</p> <p>Introduction to Simplicity and Espresso</p>	<p>Develop independence using iPads</p>		<p>appropriate computer software.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>Investigating habitats</p> <p>Lifecycles</p> <p>New life</p> <p>Use websites to retrieve information</p>	<p>Describing animals and body parts</p> <p>Investigating habitats</p> <p>Use websites to retrieve information</p>	
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Expressive Arts and Design					
Ourselves	Celebrations	Toys	Spring and new life	Animals	Traditional tales
<p>Begin to build a repertoire of songs and dances.</p> <p>Explore what happens when they mix colours.</p> <p>Constructs with a purpose in mind, using a variety of resources. Create simple representations of events, people and objects.</p> <p>Play alongside other children who are engaged in the same theme.</p> <p>Chooses particular colours to use for a particular purpose</p> <p>Self portraits</p> <p>Experimenting with colour mixing and texture</p> <p>Charanga music</p>	<p>Begin to build a repertoire of songs and dances.</p> <p>Explore what happens when they mix colours.</p> <p>Explore the different sounds of instruments.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Create simple representations of events, people and objects.</p> <p>Initiates new combinations of movements and gesture in order to express and respond to feelings, ideas and experiences</p> <p>Chooses particular colours to use for a particular purpose</p>	<p>Explore the different sounds of instruments.</p> <p>Experiment to create different textures.</p> <p>Understand that different media can be combined to create new effects.</p> <p>Uses simple tools and techniques competently and appropriately</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Play cooperatively as part of a group to act out a narrative.</p> <p>Collage</p> <p>Different textures</p> <p>DT – making toys</p> <p>Charanga music</p>	<p>Explore the different sounds of instruments.</p> <p>Understand that different media can be combined to create new effects.</p> <p>Uses simple tools and techniques competently and appropriately</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Play cooperatively as part of a group to act out a narrative.</p> <p>Using different materials to create lifecycles – selecting resources eg. Bubble wrap for frogspawn</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Making masks</p> <p>Sketching animals</p> <p>Charanga music</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Using textures to make three little pigs houses</p> <p>Charanga music</p>

	<p>Introduce a storyline or narrative into their play.</p> <p>Colour mixing – bonfire night, firework pictures</p> <p>Claywork – Diwali pots</p> <p>Charanga music</p>		<p>Charanga music</p>		
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