

Reception Curriculum Map Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall Topic	All about me		Drip Drop		Out and about	
Communication and Language	Throughout the year: - Learn and use new vocabulary in a variety of contexts - Learn rhymes, poems and songs - Listen to and talk about stories to build familiarity and understanding - Engage in non-fiction books – develop a deep familiarity with new knowledge and vocabulary					
	Listening, Attention and Understanding					
	- Know how to listen carefully - Be able to follow simple instructions - Engage in story times, joining in with repeated phrases and actions - Begin to understand how and why questions		- Follow more complex instructions - Respond to what I have heard by asking questions to find out more - Begin to retell a simple story - Explain events that have already happened in detail		- Retell stories that I know well, some as exact repetition and some in my own words - Understand questions such as who, what, where, when and why and how - Have conversations with adults and peers with back and forth exchanges	
	Speaking					
	- Be able talk to staff in the classroom - Be able to answer questions in whole class discussions - Develop social phrases such as ‘Good morning’ and ‘thank you’ - Be able to speak in full sentences		- Develop the confidence to speak to adults in and around school - Be able to talk in sentences using conjunctions e.g. and, because		- Use talk to organise, sequence and clarify thinking, ideas, feelings and events - Talk about why things happen - Talk in sentences using a range of tenses	
Personal, Social and emotional development	Self-Regulation					
	- Recognise and celebrate my own strengths - Begin to identify a range of feelings and begin to be able to say how I feel - Be able to follow one step instructions		- Identify a broader range of feelings, recognise how emotions make us feel e.g butterflies in tummy when nervous, wanting to jump when excited - Say how others are feeling based on their expressions and actions - Be able to follow two step instructions		- Consider the feelings of others - Be able to moderate own feelings and behaviour with support - Maintain focus during whole class teaching - Follow instructions with more than two steps	

	Managing Self					
	• Be able to wash hands independently • Be able to put own coat on (adult help with zipper) • Dress and undress for outdoor learning with support • Have confidence to try new activities		• Begin to show resilience and perseverance in the face of challenge • Attempt to zip up own coat, put on painting apron, do up buttons and buckles • Identify and name healthy foods and understand the importance of healthy food choices		• Manage own basic needs independently • Know how to keep healthy e.g. regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian	
	Building relationships					
	• Begin to develop friendships • Build a positive relationship with adults in the classroom • Seek support from adults when needed • Have the confidence to speak to peers and adults		• Begin to work cooperatively in a group (with support) • With support and using strategies taught begin to take turns • Begin to listen to the ideas of other children and agree on a solution and compromise		• Be able to work cooperatively in a group • Develop relationships with adults around school • Have strong friendships	
Personal, Social and Emotional Core text	The Colour Monster 					
Physical Development	Gross Motor Skills					
	Throughout the year: • Develop core muscle strength to achieve a good posture when sitting at a table or on the floor • Confidently and safely use a range of large and small apparatus indoors and outdoors to develop overall body strength, balance, coordination and agility Revise and refine the fundamental movement skills I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing					
	• Be able to queue and line up • Move safely in a space with consideration of others • Use different travelling actions whilst following a path • Follow, copy and lead a partner • Develop balancing whilst stationary and on the move • Develop running and stopping and be able to change direction • Develop jumping, hopping and landing		• Explore different body parts and how they move • Remember, copy and repeat actions • Be able to roll a ball at a target • Be able to stop a rolling ball • Develop accuracy when throwing to a target • Develop bouncing and catching skills • Develop dribbling skills • Be able to kick a ball		• Continue to develop running and stopping skills • Develop throwing skills • Move safely when playing tagging games	
	Fine Motor Skills					
	• Use cutlery independently at meal times • Use scissors to make snips and cut along a straight line • Begin to use a tripod grip when using mark making tools • Be able to copy letters that I have been taught		• Hold scissors correctly and cut along a curved line and cut out large shapes • Write letters I have been taught using correct letter formation		• Use cutlery confidently at meal times • Hold scissors correctly and cut out small shapes • Have a good pencil grip for writing	
PE Focus	Introduction to PE	Games	Dance	Gymnastics	Ball Skills	Sports Day Practise

Literacy (including Phonics – Little Wandle)	Texts					
	That's not my name! YOU CAN! All are welcome Faces Hug The Tiger Who Came to Tea Beegu We're Going on a Bear Hunt	My Must-Have Mum Me and my Sister My Grandpa JOJO GranGran Say Goodbye Say Hello This is the Bear The Cat and the Rat and the Hat Theres a Bear in My Chair	I Like Bees, I don't like honey Super Duper You Happy To Be Me Things I Like Lifesize Oh No George! Joy I Can Swim	Festivals! Our Favourite Day I Love Chinese New Year Kippers' Birthday We Catch The Bus The Goat and the Stoat and the Boat On our Way Home	AMAZING You're so Amazing! Everybody has a body I Don't Want to Wash my Hands Goldilocks and the Three Bears Anansi and the Golden Pot Jack and the Beanstalk Each Peach Pear Plum	I saw a Bee That's my Flower! A New Green Day You Choose You Choose Fairy Tales Help! We need a Title!
	Protected Characteristic Texts					
	My Grandpa is Amazing Red Rockets and Rainbow Jelly	Blue Chameleon Welcome to our World	Hair Love It's okay to be Different	Festival of colours Monty the Manatee	My Dad is a Grizzly Bear Beegu	We're going to find the Monster! Under the Love Umbrella

	Comprehension					
	• Show an interest in books and handle them carefully • Enjoy listening to and joining in with stories, rhymes and poems • Join in with phrases and familiar parts of stories and rhymes and fill in missing parts • Show interest in illustrations and suggest narrative to accompany pictures • Begin to answer questions about stories read to me)		• Begin to act out stories I know well • Begin to predict what might happen in a story • Suggest how a story might end • Be able to talk about the characters in the story		• Be able to answer questions about what I have read • Have favourite books, poems and stories and say why I like them • Begin to use story language/vocabulary when re-telling stories • Sequence well known stories • Know that information can be retrieved from books	
	Word Reading					
	• Recognise phonemes taught: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l, ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk • Words with s /s/ and s /z/ added at the end (hats sits) Segment, blend and read words with these sounds • Read CVC words • Read decodable texts with the phonemes taught • Recognise 'Tricky words': is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be		• Recognise phonemes taught: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, dd, mm, tt, bb, rr, gg, pp, ff • Segment, blend and read words with these sounds • Read decodable texts with the phonemes taught • Recognise 'Tricky words': was, you, they, my, by, all, are, sure, pure		• Read and write words with the following spelling pattern: CVCC,CCVC,CCVC,CCCVCC, CCCVCC • Recognise 'tricky words': said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today • Read decodable texts with the phonemes and spelling patterns taught • Root word ending in -ing, -ed /t/, -ed /id/ /ed/, -ed /d/	
	Writing					
• Understand that print carries meaning • Give meaning to marks I make • Use phonic knowledge to segment and blend and write CVC words • Begin to write captions using taught sounds • Make phonetically plausible attempts in spelling words • Write own name • Begin to use correct letter formation for letters that I have been taught		• Form most letters correctly • Make phonetically plausible attempts in spelling words • Write captions and simple sentences using sounds I have been taught • Begin to use finger spaces between words • Know that sentences start with a capital letter and end with a full stop • Be able to spell some tricky words that I have been taught		• Form most letters correctly • Make phonetically plausible attempts when spelling using the sounds that I have been taught • Begin to read my own work back to check it makes sense • Use finger spaces and full stops in writing • Begin to use capital letters at the start of a sentence • Be able to spell some tricky words that I have been taught		
Book making (becoming mini authors)	Inform – All about me books	Inform – My special people books	Inform – Things I like books	Inform – My celebration books	Inform – My amazing body books	Inform – Our natural world books
	Entertain- My favourite story books	Entertain- Pattern and rhyme books	Entertain- Animal story books	Entertain- Journey story books	Entertain- Traditional tale books	Entertain- My very own story books

Mathematics	• Know how to sort objects based on their attributes • Count or subitise small groups of objects accurately • Use mark-making to represent small groups of objects • Explore compositions of numbers up to 5 • Can show five on a five-frame and understand that the five frame is full • Know that when counting, each number is one more than the one before • Know that when counting back, each number is one less than the previous number • Compare numbers and small sets of objects using vocabulary such as 'more', 'fewer' and 'same' • Compare and order items by size • Compare the mass of objects using vocabulary such as heavier/lighter • Compare the capacity of objects • Know the features of circles, triangles, squares and rectangles • Describe, copy, continue and create a simple repeating pattern	• Know when there is zero of something • Know different ways to make numbers to 10 • Use a tens frame to recognise groups of 9 and 10 • Know that a pair is two • Arrange small quantities into pairs and recognise when one is left over • Combine two groups to work out how many altogether • Explore number bonds to 10 using real objects • Describe similarities and differences between 3D shapes • Make comparisons between the mass of objects using vocabulary such as heavy, heaviest, light, lightest • Compare capacity using vocabulary such as full/nearly full/half full/nearly empty/empty • Use objects to measure • Talk about more complex patterns • Name the days of the week and be able to talk about what happens on each day	• Recognise numbers to 20 on a range of different resources, for example tens frames • Use a double ten frame to build numbers beyond 10 • Recognise full tens and parts of tens • Use first, then, now structure to say an 'adding more' number story • Use the first, then, now structure to say a 'taking away' number story • Know how to make doubles and sort doubles and non-doubles • Know how to share a small quantity equally • Know that some quantities can't be shared equally • Recognise the structure of odd and even numbers • Solve simple problems and find different possibilities • Explore the relationship between numbers and shapes, for example using number rods • Copy a simple arrangement of shapes • Identify how shapes can be combined and separated to create new shapes
--------------------	---	--	---

	• Can use positional language to build a model • Know about day and night			• Use positional language to describe where objects are in relation to other objects • Visualise simple models • Copy, continue and create complex patterns • Create a symmetrical arrangement • Create a map and describe a simple route		
Understanding of the world	Past and Present					
	Throughout the year • Talk about significant events in my own experiences, describing special times and events and know this is my own history. • Compare and contrast characters from stories, including figures from the past • Use artefacts and images to talk about the past comparing similarities and differences					
	• Name some of the members of my family and community and talk about them. • Know how I have changed • Know some similarities and differences between things now and in the past		• Have an awareness of features in Welwyn Garden City n point out how some buildings look older than others. • Know some similarities and differences between things now and in the past		• Talk about people around me and their roles in society. • Know some similarities and differences between things now and in the past • Sequence pictures such as in stories, getting dressed or making a sandwich.	
	People, Culture and Communities					
	Throughout the year: • Explain some similarities and differences between life in this country and life in other countries. • Know about a range of celebrations from different cultures and religions, comparing similarities and differences					
	• Know about Diwali and how Hindu's prepare for and celebrate Diwali • Know about Hanukkah and how Jew's prepare for and celebrate Hanukkah • Know how Christians celebrate Christmas • Know where I live and where I go to school. • With support, find our school on a map.		• Explore wedding ceremonies in different cultures • Talk about some special places for people from different cultures and religions • Know about the Easter story and how Christians celebrate Easter and about the associated symbols • With support draw information from a simple map • Recognise a globe and use it to identify land and sea. • Know that there are seven continents and five oceans • Know there are different countries in the world. • Compare the UK and France		• Know how and why people from different religions have times of quiet, reflection and prayer • Listen to some stories from different cultures and religions • Know that Christians believe that God made the world • Recognise a range of professions and the contribution they make to our community • Find out about different countries and how the landscape and wildlife differs to our country	
	The Natural World					
	Throughout the Year: • Recognise different weather types and the immediate impact on us for example, needing a coat, sun-cream, hat, wellies • Identify the four seasons and some of their features. Understand the effect of the changing seasons on the natural world around us • Talk about changes e.g. freezing, melting, cooking • Identify and name some of the trees and plants in our school grounds • Begin to develop Working Scientifically skills, for example, observing, exploring, asking questions, grouping and sorting ,noticing similarities and differences, predicting what might happen					
• Describe what I see, hear and feel outside using a wide vocabulary • Begin to understand the difference between the natural and human made world. • Describe materials e.g. wood, card, rock, • Talk about materials using vocabulary for example soft, hard, stretchy, rough, smooth • Name and locate main human body parts		• Describe my own environment and local area, spotting similarities and differences. • Describe another environment e.g. Desert, Artic, grasslands etc. • Recognise the Earth, sun and moon		• Know about the creatures that live in our garden and school grounds. • Make observations of animals and plants and use these observations to draw pictures. • Understand how and why recycling is important • Name a range of minibeasts, animals and sea creatures and identify their habitats • Know about a life cycle eg caterpillars or chicks		
Science Focus- Developing Experts	Health and Safety	Food	Materials	Weather and seasonal changes	Space	Plants
	Our Body	Weather and seasonal changes			Forces	Animals
		The Senses				

History Focus	Events from the Past/Personal History Baby me and me now, my daily timeline, special events in my life, how to sequence events		Places from the Past Berkhamsted then & now- How has our high street changed? Canals past and present-Visit to the local canal in Berkhamsted		Explorers What is an explorer? Christopher Columbus Amelia Earhart Neil Armstrong Reception mini explorer day!	
Geography Focus	My place in the world? What is a map? What is around our local area? What is transport?		Exploring the U.K. What is the U.K? What is a city? What is a seaside town?		All around the world Where is it hot? What can we find in Asia? What is life like on a tropical island?	
RE Focus	Creation Why is the word of God so important to Christians?	Incarnation Why do Christians perform Nativity plays at Christmas?	Thematic Which stories are special and why? (Mustard seed, Rama & Sita,)	Salvation Why do Christians put crosses in the Easter garden?	Thematic Where do we belong? (Balkan, Bangla, Bantu	

DT Focus	Structure Exploring what a home needs and creating a home using recycled materials	Textiles Weaving using different shades of sea-coloured materials	Mechanisms Explore pop up books and create a pop-up flower in a card
-----------------	--	---	--