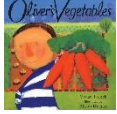


Reception Curriculum Map 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key themes	Marvellous me! 	Once upon a time... 	What a wonderful world! 	Super powers! 	Green fingers 	Animal Kingdom 
Focus Texts:	<ul style="list-style-type: none"> - The Something *Key texts around transition included at this time   	<ul style="list-style-type: none"> - Little Red - Little Red Riding Hood (compare versions) - Jack and the Beanstalk   	<ul style="list-style-type: none"> - Star in the Jar - Aliens Love Underpants - How to catch a star - We are here - The way back home    	<ul style="list-style-type: none"> - Juniper Jupiter - Supertato - Superworm - A superhero like you    	<ul style="list-style-type: none"> - The Extraordinary Gardener - Oliver's Vegetables - A range of non-fiction texts  	<ul style="list-style-type: none"> - The Storm Whale - Sunk  
English: Writing Outcome & Purposes Supporting Scheme: Ready, Steady, Write!	Narrative – A Losing Story	Narrative – A Traditional Tale	Description – Designing underpants Instructions – How to catch a star Information – Poster to find a lost star	Poster – Sidekick search Description – Design a Superhero Narrative – A Superhero Story	Instructions – How to grow a garden plant/ vegetable	Narrative – A finding story
	-Forming letters -Beginning to hear and write initial sounds	-Forming letters Beginning to hear and write initial sounds -Beginning to hear sounds in simple VC and CVC words.	-Hearing and writing CVC words -Beginning to write 1-3 word phrases/captions.	-Writing short phrases/captions - Beginning to apply digraphs into word writing	-Writing short phrases/captions - Applying digraphs into word writing - Beginning to write short sentences independently.	-Write recognisable letters, most 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.

<p>Phonics</p> <p>Supporting Scheme: Little Wandle</p>	<p>BASILINE ASSESSMENT DFE</p> <p>Phase 2 graphemes: s a t p i n m d g o c k c k e u r h b f l</p> <p>Tricky words: the, is, I</p>	<p>Phase 2 graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) <p>Tricky words: as, and, has, his, her, go, no, to, into, she, he, of, we, me, be</p>	<p>Phase 3 graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> • words with double letters: dd mm tt bb rr gg pp ff <p>Tricky words: was, you, they, my, by, all, are, sure, pure</p>	<p>Review phase 3 graphemes from Spring 1.</p> <p>Reading longer words with:</p> <ul style="list-style-type: none"> •two or more digraphs •words with double letters •ending in -ing •s in the middle /z/ •words ending -s •words with -es at end /z/ <p>Tricky words: None new - Review all taught so far Secure spelling</p>	<p>Phase 4</p> <p>Reading words short vowel: CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <ul style="list-style-type: none"> •Compound words <p>Root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p>Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p>Phase 4</p> <p>Reading words long vowel: CVCC, CCVC, CCV, CCVCC, CCCVC, CCCVCC</p> <p>Phase 4 words ending in: -s /s/ and -s /z/ and -es</p> <p>root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/</p> <p>Tricky words: None new - Review all taught so far Secure spelling</p>
<p>Communication and Language -</p>	<p>Communication and language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and much more!</p>					
	<p>BASILINE ASSESSMENT DFE</p>					
<p>Mathematics</p> <p>Supporting Scheme: Mastering Number</p>	<p>BASILINE ASSESSMENT DFE</p> <p>Subitising</p> <ul style="list-style-type: none"> •perceptually subitise within 3 •identify sub-groups in larger arrangements •create their own patterns for numbers within 4 <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> •relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set •have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting <p>Composition</p> <ul style="list-style-type: none"> •see that all numbers can be made of 1s •compose their own collections within 4. <p>Comparison</p> <ul style="list-style-type: none"> •use the language of comparison, including 	<p>Subitising</p> <ul style="list-style-type: none"> • subitise within 5, perceptually and conceptually, depending on the arrangements. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> • explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand • begin to recognise numerals, relating these to quantities they can subitise and count. <p>Composition</p> <ul style="list-style-type: none"> •explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot •explore the composition of numbers within 5. <p>Comparison</p> <ul style="list-style-type: none"> •compare sets by matching, seeing that when every object in a set can be matched to one in 	<p>Subitising</p> <ul style="list-style-type: none"> • explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part •experience patterns which show a small group and '1 more' <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> • to develop verbal counting to 20 and beyond • order numbers, linking cardinal and ordinal representations of number. <p>Composition</p> <ul style="list-style-type: none"> •explore the composition of 6, linking this to familiar patterns, including symmetrical patterns •begin to see that numbers within 10 can be composed of '5 and a bit'. <p>Comparison</p>	<p>Subitising</p> <ul style="list-style-type: none"> • explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles' <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> • continue to consolidate their understanding of cardinality, working with larger numbers within 10 <p>Composition</p> <ul style="list-style-type: none"> • explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles •begin to explore the composition of numbers within 10. <p>Comparison</p> <ul style="list-style-type: none"> •compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. 	<p>Subitising</p> <ul style="list-style-type: none"> • continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting. <p>Composition</p> <ul style="list-style-type: none"> •explore the composition of 10. <p>Comparison</p> <ul style="list-style-type: none"> •order sets of objects, linking this to their understanding of the ordinal number system. 	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>

	'more than' and 'fewer than'	the other set, they contain the same number and are equal amounts	<ul style="list-style-type: none"> •continue to compare sets by matching, identifying when sets are equal •explore ways of making unequal sets equal. 			
Understanding the World Supporting Scheme: Developing Experts	The Senses	Weather and Seasons	Space	Insects and invertebrates	Plants Food	Animals Food (continued)
UTW: The World	<p>Our body parts and senses</p> <p>Describing what we hear, see and feel</p> <p>Ourselves – how do we grow? Comparing and contrasting baby photos of ourselves compared to current photos</p> <p>Exploring the natural world using the outdoor areas of school.</p>	<p>Seasons – Autumn, differences and changes over time (weather, animals and plants)</p> <p>Animals and hibernation – making hibernation homes</p> <p>Seasonal changes from Autumn to Winter</p>	<p>Seasonal changes – Winter</p> <p>Compare Arctic to our local environment</p> <p>Space – comparing and contrasting environments on different planets compared to planet earth</p>	<p>Seasons – Spring, differences and changes over time</p> <p>Making observations and drawing pictures of animals and plants - Minibeast hunts Minibeast habitats</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, - Bug hotel; what do we need to include for each minibeast?</p>	<p>Observing plants and change - Grow fruits and vegetables in our outdoor area. What do they need to grow?</p> <p>Comparing UK to other countries - Different climates for fruit and vegetable growth - Where do fruits and vegetables grow? Look at maps and the globe and watch videos of how we get some of the fruits and vegetables that we eat.</p> <p>Handa's Surprise – Comparing fruit and vegetables grown in the UK vs Africa</p> <p>Where does our food come from? Considering how some food is grown on plants.</p>	<p>Where does our food come from? Considering how some food is from animals (cows/milk, chickens/eggs)</p> <p>Farm visit!</p> <p>Recognise some similarities and differences between life in this country and life in other countries. Explore the setting of the story We're Going on Lion Hunt - How is it different to We're going on a Bear Hunt? Explore climate, habitats, house and homes etc</p> <p>Understand the effect of changing seasons on the natural world around them - summer</p>
UTW: Past and present	<p>Using family photographs children will identify their immediate and wider family members. Talk about family members and their role in society.</p> <p>Sequence photographs from birth to adulthood years and be aware of the developmental milestones they have experienced.</p>	<p>Children to explore about Bonfire Night. Firelighters of the Past.</p> <p>Read the story of The Birth of Baby Jesus. Identify similarities and differences from now and then es hospitals, riding on a donkey, clothing etc.</p> <p>Using photographs children will talk about past experiences of Christmas with their families</p>	<p>To recall past experiences of journeys and mode of transport. Where did they go? How did you get there?</p> <p>To know about trains and rockets from the past using photographs and videos.</p>			<p>Children will understand about farming and how it has changed.</p>

UTW: People Culture and Communities (R.E. links) <i>Key Question:</i>	Describing their environment around them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a family unit.	Links to festivals: Bonfire night Diwali Christmas Role play- Christmas home scene. Cultural Events - Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.	Chinese New Year - how is it celebrated? How is it different to New Year here? Celebrating our differences. 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.	Describe their immediate environment using knowledge from observation discussion, stories, non-fiction texts and maps. – Habitats for minibeasts	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. Find Africa on a map Discuss cultural differences	Describing the farm environment and what the animals' needs are Exploring the difference between life in our town to life on a farm
	Christianity, Hinduism and Islam Special times: How and why do we celebrate? Recognise and describe special times or events for family and friends. UTW link		Christianity and Islam Special stories: Why are some stories special? What special messages can we learn from stories?		Christianity, Hinduism and Islam Special places: What buildings and places are special to different people? OR What is special about our world?	
PSED Supporting Scheme: Jigsaw	Being Me in My World Piece 1 – Who me? Piece 2 – How am I feeling today? Piece 3 – Being at School Piece 4 – Gentle Hands Piece 5 – Our Rights Piece 6 – Our Responsibilities	Celebrating Difference Piece 1 – What am I good at Piece 2 – I'm special, I'm me! Piece 3 – Families Piece 4 – Houses and homes Piece 5 – Making Friends Piece 6 – Standing up for yourself	Dreams and Goals Piece 1 – Challenge Piece 2 – Never giving up Piece 3 – Setting a goal Piece 4 – Obstacles and support Piece 5 – Fight to the future Piece 6 – Award Ceremony	Healthy Me Piece 1 – Everybody's body! Piece 2 – We like to move it, move it! Piece 3 – Food glorious food Piece 4 – Sweet dreams Piece 5 – Keeping clean Piece 6 – Stranger danger	Relationships Piece 1 – My family and me! Piece 2 – Make friends, never ever break friends (part 1) Piece 3 – Make friends, never ever break friends (part 2) Piece 4 – Falling out and bullying Piece 5 – Falling out and bullying Piece 6 – Being the best friend you can be	Changing Me Piece 1 – My body Piece 2 – Respecting my body Piece 3 – Growing Up Piece 4 – Fun and fears Piece 5 – Fun and fears Piece 6 – Celebration
Expressive Arts and Design Supporting Scheme: Kapow	Mark making Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.	Junk modelling Improving fine motor/scissor skills with a variety of materials. Joining materials in a variety of ways (temporary and permanent). Joining different materials together. Describing their junk model, and how they intend to put it together	Textiles – threading Developing fine motor/cutting skills with scissors. Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. Using a prepared needle and wool to practise threading.	Painting and mixed media Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of 'paint' such as mud creating artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome.	Structures Designing a bug hotel Making a bug hotel Using material choices that are waterproof (can withstand rain)	Sculpture Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.
P.E. Supporting Scheme: Get Set 4 PE	Introduction to PE: Unit 2	Fundamentals: Unit 2	Gymnastics: Unit 2	Ball skills: Unit 2	Games: Unit 2	Dance: Unit 2

Music						
Supporting Scheme: Kapow						