

Curriculum Map: Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stimulus/ Trip	Local Shopping Trip		Post a Letter		TBC	
Phonics (Twinkl)	Twinkl Level 2	Twinkl Level 2 Consolidation	Twinkl Level 3	Twinkl Level 3 Consolidation	Twinkl Level 4	
Maths (NCTEM)	Subitising Arrangements of numbers up to 5 Conceptual subitising Representing numbers on fingers Hear and join in with the counting sequence Staircase pattern of counting numbers Cardinality Counting with accuracy, 1:1 correspondance Counting actions and sounds Comparing sets of objects Develop the language of 'whole' when talking about objects which have parts		Continue to develop subitising skills for numbers within and beyond 5 Increasingly connect quantities to numerals Begin to identify missing parts for numbers within 5 Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame Focus on equal and unequal groups when comparing numbers Understand that two equal groups can be called a 'double' and connect this to finger patterns Sort odd and even numbers according to their 'shape' Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern Order numbers and play track games Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers		Continue to develop their counting skills, counting larger sets as well as counting actions and sounds Explore a range of representations of numbers, including the 10 frame and see how doubles can be arranged in a 10 frame Compare quantities and numbers, including sets of objects which have different attributes Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 Begin to generalise about 'one more than' and 'one less than' numbers within 10 Continue to identify when sets can be subitised and when counting is necessary Develop conceptual subitising skills including when using a Rekenrek	
Literacy (Core Fiction Texts)	Little Red Hen Pumpkin soup	Owl Babies Dear Santa	Whatever Next The Runaway Pancake BOOK WEEK	The Naughty Bus The Gigantic Turnip	The Very Hungry Caterpillar Stanley's Stick	Three Little Pigs Coming to England
Literacy (Non Fiction Links)	Seasons/Weather, Recipes, Changing States, Lists, Labels, Diversity, Celebrations/Festivals, Historical Events, Nocturnal Animals		Maps, Recipes, Changing States, Instructions, Timelines, Transport, Space, Growing, Seasons/Weather, Celebrations/Festivals		Maps, Life Cycles, Mini-Beasts, Materials, Seasons/Weather, Changing States, Cultural Comparisons	
EAD	Making Marks Colour Mixing Observational Drawing Beat/Rhythm	Mixed Media Paint Effects 3D Form: salt dough Performance Songs	Powder Paints Joining Instruments	3D Form: clay, junk modelling Instruments	Weaving Pitch/Dynamics	Collaborative Art Soundscapes
UW	Seasonal Changes Changes of State Harvest My Local Community DAY OF EUROPEAN LANGUAGES	Nocturnal Animals Fireworks Remembrance Diwali Christmas Celebrations around the World	The Planets Tim Peake Mothering Sunday	Planting and Growing Easter Celebrations History of Transport	Changes/life cycles	Exploring Materials Cultural Comparison Father's Day
Cooking	Bread Rolls Pizza Playdough	Gingerbread Man Salt Dough	Pancakes Gloop/Slime	Chocolate Nests	Sandwiches Jelly	Ice Lollies

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Forest School Links	<p>Beings Safe and Respecting the Environment</p> <p>Seasonal Changes (Autumn Scavenger Hunt)</p> <p>Conkers Bonkers</p>	<p>Mud Painting</p> <p>Shelter Building (link with hibernation)</p> <p>Bird Migration</p>	<p>Seasonal Changes (Winter)</p> <p>Exploring Frost and Ice</p>	<p>Seasonal Changes (Spring) (Plant Growth/Tree buds)</p> <p>Natural Art</p>	<p>Minibeast Hunt</p> <p>Bug Hotel</p>	<p>Seasonal Changes (Summer)</p> <p>Senses Walk</p> <p>Butterfly/Bee observations</p>
PE (Complete PE)	<p>Walking</p> <p>Jumping</p> <p>Squiggle Whilst you Wiggle</p>	<p>Hands 1/2</p>	<p>Feel 1</p> <p>Dance</p>	<p>Rackets, Bats, Balls and Balloons</p>	<p>High, Low, Over, Under</p>	<p>Sports Day</p> <p>Preparations/Team Games</p>
PSED (Jigsaw)	<p>Being me in my world</p>	<p>Celebrating Difference</p> <p>COOL TO BE KIND</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>
Communication and Language	<p>Listening, Attention and Understanding: Children will be able to understand how to listen carefully and know why it is important.</p> <p>Speaking: Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p>Listening, Attention and Understanding: Children will begin to understand how and why questions.</p> <p>Speaking: Children will use new vocabulary throughout the day.</p>	<p>Listening, Attention and Understanding: Children will begin to understand how and why questions.</p> <p>Speaking: Children will use new vocabulary throughout the day.</p>	<p>Listening, Attention and Understanding: Children will begin to understand how and why questions.</p> <p>Speaking: Children will use new vocabulary throughout the day.</p>	<p>Listening, Attention and Understanding: Children will learn to ask questions to find out more.</p> <p>Speaking: Children will talk in sentences using conjunctions e.g. and/because</p>	<p>Listening, Attention and Understanding: Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Speaking: Children will use talk in sentences using a range of tenses</p>