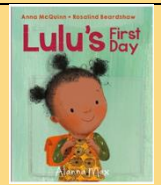
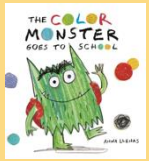
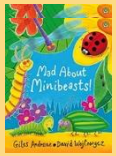
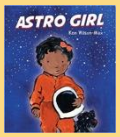
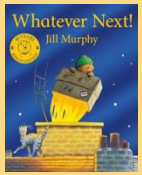
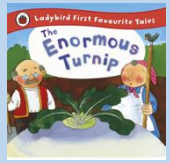
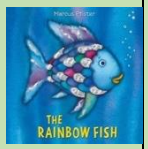
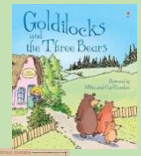
Curriculum Map **Year Group - Reception**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	**Starting School/All about me/Minibeasts**	**Transport/Artic**	**Scrumptious Food**	**Growing**	**Under the Sea**	**Into the Woods/Fairy Tales**
Core Books	   	  	  	  	  	  
Supporting Books	Yucky Worms, The Very Busy Spider, Spinderella	The Train Ride, Whatever Next, Lost and Found	The Runaway Pea, Biscuit Bear, Handa's Surprise, Supertato	The Gigantic Turnip, Oliver's Vegetables, Oliver's Fruit Salad, The Extraordinary Gardener	. Surprising Sharks, The Whale and the Snail, Somebody Swallowed Stanley, The Odd Fish, Tiddler	Hansel and Gretal, The Three Billy Goats Gruff, Billy and the Beast, Mixed up Fairytales, Stickman
Poetry/Songs by heart	Recap Nursery Rhymes. Poetry – Mad about Minibeasts, If I were a Minibeast	Song – Snowflake, Rudolph the Red Nose Reindeer	Song – Tommy Tomato	Song – Find a Little Seed	Poetry – Commotion in the Ocean. Song - Fish blow bubbles.	Song - Fairy Tale Tea Party
Phonics – Read Write Inc	Set 1 Sounds (16 sounds)	Set 1 sounds (25 sounds) Blend sounds into words orally.	Blend sounds to read words independently. Learn Set 1 Special Friends.	Read Set 1 Special Friends. Read 3-sound nonsense words.	Read 4/5 sound words. Read 3/4 sound nonsense words. Learn Set 2 Sounds.	Read Set 2 Sounds and matching phonics green words. Including longer words.
Common Exception Words			I, the, to, go, no	he, she, we, me, be	my, you, they, her, all, are	said, so, have, like, some, come, were, there, little, one, do, when, out, what
Writing/ Literacy	Opportunities for children to be able to recognise their names.	Children to hear and write initial sounds in words. Children to be able to write their names.	Write CVC words with support. Begin to form letters correctly.	Write CVC words independently. To write labels and simple captions with support.	Spell words using their phonetic knowledge. Write simple phrases and sentences using	Write a series of short sentences with words with known letter-sound correspondences and

Curriculum Map **Year Group - Reception**

	To be able to copy/trace letters in their name. By the end of the first half term to be write a few letters from their name independently. Children giving meaning to their drawings. Children to listen and join in with stories and rhymes.	Children to listen and engage in story time learning new vocabulary and key words.	Children to listen and enjoy a range of stories and make comments about what is happening in the story.	To be able to sequence a story with a clear beginning, middle and end.	finger spaces and full - stops. (Supported) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	some common exception words using a capital letter and full stop. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Maths/Mastering Number	**Settling In and Numbers 1 – 3** • Subitising amounts to 3 • Counting objects accurately to 3 • Understanding that numbers represent quantity • Matching numerals to quantities • Exploring composition of numbers within 3	**Focus: Numbers 1-5** • Deep understanding of numbers to 5 • Composition of 4 and 5 • Comparison of quantities • Introduction to simple patterns	**Focus: Numbers to 8** • Counting beyond 5 • Understanding numbers 6, 7 and 8 • Composition of numbers to 8 • One more and one less	**Focus: Numbers to 10** • Deep understanding of 9 and 10 • Number bonds to 10 • Comparison and ordering of numbers • Exploring the structure of ten	**Focus: Beyond 10** • Counting beyond 10 • Building numbers larger than 10 • Numerical patterns • Automatic recall of bonds to 5 and 10	**Focus: Consolidation and Early Calculation** • Securing all numbers to 10 • Exploring numbers to 20 • Addition and subtraction • Pattern and relationships

Curriculum Map **Year Group - Reception**

Personal Social Emotional Development (Kapow)	**Self regulation – My feelings** • To identify and name different feelings. • That all feelings are valid. • How emotions affect behaviour. • Ways to communicate feelings appropriately. • Simple strategies for managing strong emotions. • How to recognise feelings in others.	**Building Relationships: Special Relationships** • Why families and special people are important. • That families can be different. • How to share and take turns. • About similarities and differences between people. • To value themselves as unique individuals. • How kindness helps relationships grow.	**Managing Self: Taking on Challenges** • Why we have rules. • The importance of perseverance. • How to keep trying when things are difficult. • Simple coping and grounding strategies. • Ways to communicate effectively. • How to develop resilience and confidence.	**Self-Regulation: Listening and Following Instructions** • How to listen carefully. • Why listening is important. • To follow instructions successfully. • To be active and thoughtful listeners. • How communication works. • How information can change when messages are passed on.	**Building Relationships: My Family and Friends** • What makes a good friend. • The importance of kindness. • How to work as part of a team. • About different beliefs and celebrations. • The value of sharing and turn-taking. • How words and actions affect others.	**Managing Self: My Wellbeing** • Why exercise is good for physical and mental health. • How to care for themselves. • The importance of a balanced diet. • Safe pedestrian behaviours. • Healthy lifestyle choices. • Simple ways to maintain wellbeing.
Understanding the World (Geography)	**Human and Physical** Where do live? Share photos of flat/houses. (Local environment)	**Locational** Familiarise children with name and location of the UK and city of London. **Human and Physical** Compare local environment to the Artic (Edmonton Green) **Skills and Fieldwork** **Know what a map is. Use of google earth to find earth from space and to show Artic.**	**Locational** -Books from different cultural backgrounds to identify different locations e.g. 'No dinner' – traditional story from continent Asia. -Learn about different food around the world. Locate countries/continents. **Skills and Fieldwork** **Use globe to locate these different countries.**	**Human and Physical** To understand the effects of changing seasons on the natural world around them. Link to growing topic. Use outdoor learning to encourage children to observe changes in spring.	**Locational** To be able to identify land/sea and introduce the seas around the world. (Using globes/google earth) **Human and Physical** -- Explore habitats/sea creatures and compare physical features and landscapes. -To learn about preserving natural environments (Plastic in the ocean)	**Skills and Fieldwork To draw information from a simple map. To follow a map and to start to make own maps. (Link to traditional tales)**

Curriculum Map **Year Group - Reception**

Understanding the World (History)	Settling period – Learn about visual timetable/daily routine. - Life cycle Butterflies. - Learning about significant people in the children's lives. (Artefacts – Photos)	Significant Individual – Learn about **Neil Armstrong.** -Sorting old and new transport and describe how transport has changed over time.		-To understanding changes over time by observing their beans growing. Sequencing order. – Baby photos of teachers/children growing up.	Significant Individual – **Queen Elizabeth**	-Sequencing stories with an understanding of chronological order. -Family tree project
Understanding the World (Science)	Life cycles - Caterpillars to Butterflies *Observing changes over time* Adult led *observational* drawing. *Identifying* minibeasts and *naming* different parts of their bodies. (Wings, antennas etc) African Land Snail on observation station.	Link to Astro Girl – Recognise earth, sun, moon and other planets. Rocket making – bicarb & vinegar experiment. Artic – Learn about the Artic Habitat and its differences to our local environment. - Freezing/melting	Baking Gingerbread men and bread. Describe observe and describe changes e.g., melting butter, combining ingredients.	Plant seeds and *observe* growth of beans over time. Erol's garden - planting 'Vegetable patches' Planting bulbs and vegetables in the classrooms and the gardens. (Strawberries, cucumbers etc)	To label the different parts of a fish (fin, scales, tail etc) Sorting sea and land creatures into their habitats. Observing, talking about and identifying different sea creatures.	Woodland - Identifying different trees. Introduce deciduous and evergreen.
Expressive Arts and Design	Featured Artist – The Art of Eric Carle. Focus on collaging.	D & T – Making buses and rockets with junk modelling	Featured Artist – **Georgia O'Keeffe.** Focus on observational painting/drawing.	D & T – Designing own gardens (Errol's Garden)	Featured Artist – **Andrew Goldsworthy.** Focus on Nature Art	Featured Artist – **Barbara Hepworth.** Focus on sculptures using clay.
Enhancements activities/ Enrichment	Caterpillars to Butterflies in class - Minibeast workshop Diwali, Halloween	Black Taxi in playground. Fire engine visit to school. Environment Transport watch Bonfire Night, Christmas	Food around the world fair. -Trip to the local bakery Pancake Day,	Visit by Gardener. Gardening Workshop	Fish in classrooms Eid	Epping Forest/Gruffalo walk Summer Graduation