

Year R Curriculum Map

In Reception we believe that children learn best through their interests and fascinations. We support this through child-initiated learning when the children can develop their skills and characteristics of effective learning such as curiosity, concentration, perseverance, problem solving, risk taking and planning and imagination during purposeful active play and experiences. Adults support this learning in a range of ways, such as by communicating and modelling language, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative, facilitating and setting challenges.

In addition to following the children’s lead we plan daily adult led sessions and enhancements throughout the year. Below are some themes and suggestions that we may explore, as well as key aspects/skills of a child’s development that we would be encouraging. We recognise that children are individual in their learning and develop and we would expect these key aspects/skills to continue throughout the year.

The children also take part in weekly enrichment sessions- Forest School, music, PE and twice half-termly cooking.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes/ Enhancements/ Trips	Belonging All about me Trip – Library	Autumn- seasonal Celebrations- Harvest, Divali, Christmas Church – Nativity	Winter- seasonal Investigations People, places, family and friends Chinese New Year	Spring- seasonal Animals and pets Visit or trip – Safari Pete/farm World Book Day Red Nose Day Church – Easter	Growth – lifecycles and change Healthy practices	Summer-seasonal Our environment Sports day Trip – picnic in the park Transitions
Core text	Core text - Fiction Owl Babies The Gruffalo The Gingerbread Man Rhyme and poems- playtime rhymes Non-fiction texts – Making friends, sharing	Core text - Fiction Elmer Handa’s Surprise The Three Billy Goats Gruff Rhyme and poems- monkey and me Non-fiction texts – People who help us	Core text - Fiction Whatever Next How to catch a Star Little Red Riding Hood Rhyme and poems- Aliens love underpants Non- fiction texts- Healthy practises	Core text - Fiction The Little Red Hen Farmer Duck The Three Little Pigs Rhyme and poems- The Walker book of first rhymes Non-fiction texts - Animals and habitats	Core text - Fiction The very Hungry Caterpillar Jasper’s Beanstalk Jack and the Beanstalk Rhyme and poems- Fantastic first poems- June Crebbin Non-fiction texts – lifecycles	Core text - Fiction The very lazy ladybird Mr Gumpy’s Outing Goldilocks and the Three Bears Rhyme and poems- First poetry book- Non-fiction texts – Reduce, reuse, recycle

<p>Communication and Language</p>	<p>Throughout the year the children will have opportunities to develop their skills through a range of individual, small group and whole class activities – these include circle games and carpet times, stories, poems and non-fiction texts and related follow up activities, learning new vocabulary linked to topics, enhancements and cross curricula teaching, songs and rhyme time.</p> <p>In addition, communication and language skills are developed through children’s curiosities and interests during child initiated learning time and interactions with adults and peers.</p>					
<p>Key skills/learning</p>	<ul style="list-style-type: none"> -Listen to, join in with and discuss stories -Follow simple instructions e.g. to tidy up -Talk in full sentences about what they are doing in their child-initiated learning -Add voice to their imaginary play 		<ul style="list-style-type: none"> -Listen to stories and make up their own based on a familiar tale -Engage in conversations, listening to others and responding with appropriate comments and questions -Follow instructions with a two-part sequence -Talk and make links in their learning – organising, sequencing, adding ideas, reasoning etc -Use language to recreate roles and experiences in play 		<ul style="list-style-type: none"> -Listen attentively in a range of situations -Respond to what they hear with relevant comments, questions or actions -Follow instructions involving several ideas -Answer ‘how’ and ‘why’ questions -Talk showing an awareness of the listener -Use past, present and future forms accurately -Connect ideas and events developing explanations and narratives 	
<p>Physical Development</p> <p>Key skills/learning</p>	<ul style="list-style-type: none"> -Move with safety and control around the environment -Manage own personal hygiene with support when required -Independently wash hands -Change for PE beginning to manage own clothing and fastening -Make marks with various resources – pens, crayons, paint, chalk, pencils 	<ul style="list-style-type: none"> -Climb and slide with safety and control -Jump and land safely -Eat a healthy range of foods -Handle malleable materials, puzzles, construction materials with safety and increasing control -Show a preference for a dominant hand -Mark make and follow patterns – pencil control <p>Safety – road awareness and expectations on a trip</p>	<ul style="list-style-type: none"> -Negotiate space successfully when playing with others – chasing, parachute, games -Use simple tools to effect change – scissors, cutters, rollers etc -Develop anticlockwise movements -Begin to form recognisable letters using Read Write Inc patters 	<ul style="list-style-type: none"> -Use smaller equipment with increased control – hoops, balls, quoits, bean bags, bats -Increase the range of tools used safely and with control – for woodwork and gardening -Practice letter formation using a pencil with increased control <p>Health and safety – visits into school</p>	<ul style="list-style-type: none"> -Travel around climbing equipment with confidence and skill -Explore healthy practices developing awareness -Move with confidence and control– practice races - Select resources and tools and use purposefully before returning them safely -Write many letters using correct letter formation 	<ul style="list-style-type: none"> - Have good control and co-ordination in large and small movements - Demonstrate safety learnt and manage risks successfully -Independently manage their own clothing and personal needs -Demonstrate and know the importance of good health and safety <p>Sun safety</p>
<p>Personal, Social and Emotional Development</p>	<p>SEAL-New beginnings</p> <p>Key skills/learning</p> <ul style="list-style-type: none"> -Classroom routines and expectations -Belonging -Self-awareness -My feelings -Sharing 	<p>SEAL-Getting on and falling out</p> <p>Key skills/learning</p> <ul style="list-style-type: none"> -Friendships- playing with others -Saying sorry -Golden rules -Expressing feelings -Resolving conflicts 	<p>SEAL-Going for goals</p> <p>Key skills/learning</p> <ul style="list-style-type: none"> -Knowing myself -What is a goal -Set goals for myself -Planning -Persist to achieve a goal 	<p>SEAL-Good to be me</p> <p>Key skills/learning</p> <ul style="list-style-type: none"> -Talk about feelings and reasons – excited and proud -Take risks -Express own wants, needs, rights appropriately - 	<p>SEAL-Relationships</p> <p>Key skills/learning</p> <ul style="list-style-type: none"> -Express feelings when sad /angry -Understand fair/unfair -Talks about feelings of loss or when something is missing/absent -Talk about those they love -Recognise others 	<p>SEAL-Changes</p> <p>Key skills/learning</p> <ul style="list-style-type: none"> -Know and talk about how I have changed /grown -Remember past feelings -Know how change makes me feel -Help others when they feel sad -Know how to make my

					feelings	classroom etc better
Literacy Key skills/learning	<ul style="list-style-type: none"> -Recognising own name -Recalling aspects of stories - Continue a rhyming string – orally -Individual readers – tell a story using pictures -Mark making – give meanings to marks <p>Monthly write – Ascribing meaning to marks</p>	<ul style="list-style-type: none"> -Copying own name -Sequence a familiar story using pictures -Shared reading – large text -Difference between fiction and non-fiction -Book language -Individual readers – begin scheme -Mark making – Christmas cards, letter to Santa -Writing initial sounds <p>Monthly write – Writing my name</p>	<ul style="list-style-type: none"> -Writing own name with aid if needed -Rehearsing stories -Key story pegs – Once upon a time, first, next, then, last, finally -Readers in pairs - Write linking sounds to letters – CVC words -Shared writing <p>Monthly write – Writing initial sounds and some CVC words</p>	<ul style="list-style-type: none"> -Write own name without name -Story mapping – shared - Create own story maps then tell the story -Scribe a story with an adult -Readers in pairs/guided in groups -Draw and write own news weekly using a simple sentence structure <p>Monthly write- Writing CVC words, labels and captions (plausible attempts)</p>	<ul style="list-style-type: none"> Write ‘My name is.....and I..... -Use non-fiction text to find out facts and answer questions -Make class non-fiction books- attempt to write labels and captions -Guided reading in groups of 5 -Write simple sentences that can be read by themselves and others <p>Monthly write- writing captions and short sentences – reading back</p>	<ul style="list-style-type: none"> -Read by decoding and recognition of some words. -Talk with others about what they have read -Write using phonic knowledge to match their spoken words. Including some common irregular words and making plausible attempts at others. <p>Monthly write- writing in sentences using phonic knowledge, some common exception words and plausible attempts at longer words. Reading back</p>
Phonics Key skills/learning	Read Write Inc Set 1 sounds – using common constants and vowels. Blending for reading and segmenting for spelling simple CVC words		Read Write Inc Set 1 review and practice reading and writing using letters and short vowels Set 2 sounds – reading and spelling CVC words using a wider range of letters, short vowels, some consonant diagraphs and double letters		Read Write Inc Set 1 and 2 plus alphabet names Reading and spelling a wide range of CVC words using all letters and less frequent consonant diagraphs and some long vowel phonemes Begin to blend adjacent consonants in words and apply this skill when reading unfamiliar text	
Mathematics Key skills/learning	<p>Numbers 1-10 - rote to ten, counting objects, recognising numerals, counting forwards and backwards along the number line, comparing more/less, adding one more, partitioning/combining two sets, beginning to record</p> <p>Comparing length of two/three objects Comparing height of two/three</p> <p>2-d shapes – sorting, matching, naming squares, circles, rectangle, triangles</p>		<p>Numbers 1-20 rote to 20 and beyond, compare numbers to 20, order numbers to 15 then 20, counting objects, estimating, recording, adding 2 or 3 to a number up to 10, counting on, addition- combining sets, counting on and partitioning</p> <p>Positional language Measure – non-standard unit Compare heavy and light – measure with non-standard unit 3-d shapes – cubes and cuboids</p>		<p>Numbers 1-20, counting up to 20 objects, estimating, recording Adding by counting on, subtract by counting back Combining/partitioning sets Counting to 100 – saying the next number to a given</p> <p>Directional language Estimate length/height – measure with a non-standard unit Capacity – language and compare</p>	

	Recognise a minute as a measure of time Recognising coins – count up to 10 pennies		Recognising coin value in 1p's Time – recognising the hours and setting a clock to the hour (analogue)		3-d shapes -recognise and name- cube, cuboid, pyramid, cone Coins – simple addition Order the days of the week Count to 100 – recognise larger numbers – estimate larger quantities, count in tens	
UW Key skills/learning	Seasonal Changes – Summer to Autumn Celebrations – Harvest, Diwali, Fireworks, Christmas Sharing photos – My family Old ICT Introduction to computer – paint programme and My World, learning to log on Cooking Forest school		Seasonal Changes – Winter- Spring Celebrations – Winnie the Pooh Day, Chinese New Year, Valentine's day, Shrove Tuesday, Ash Wednesday, Mother's Day Explorations – ice People who help us – visits into class Animals – habitats around the World – Safari Pete Cooking Forest school		Seasonal Changes – Spring – Summer Celebrations- World Environment day Life cycles – chicks, tadpoles Growth and change – gardening Mud day Sun safety Cooking Forest school	
RE	Festivals, people and communities - Beliefs and practices Exploring places, dress, food and music - Symbols and actions Jesus' birthday story - Sources of wisdom - Beliefs and practices UC link F.2 Why do Christians perform nativity plays at Christmas?		Exploring wedding ceremonies - Identity and belonging Creation, awe and wonder of the natural world - Sources of wisdom Remembering Jesus at Easter - Sources of wisdom - Symbols and actions UC link F.3 Why do Christians put a cross in an Easter garden?		Sacred spaces, simple prayers and time to reflect responsibility - Prayer, worship and reflection Treating the world fairly – taking Responsibility - Justice and fairness - Human responsibility and values God and other big questions - Ultimate questions UC link F.1 Why is the word 'God' so important to Christians?	
EAD	Self portraits Body and actions songs Role play home –familiar experiences Music	Printing/rolling Elmer art Exploring clay Creating cards and presents Acting – Nativity Christmas songs Music	Observational art – winter scenes Winter art – ice art Role play – people who help New songs to old tunes Music	Junk modelling Kandinsky – water colours Role play -stories Circle songs Music	Combining materials – woodwork designs Clay creations Outdoor songs Music	Sun flowers Outdoor roleplay- picnics, barbeques Country dancing Music