

Reception Curriculum maps.

<b>Personal, Emotional and Social Development</b>	Reception Autumn 1	Reception Autumn 2	Reception Spring 1	Reception Spring 2	Reception Summer 1	Reception Summer 2
<b>Connections and Contexts</b>	My Class My school Hinton St George	Christmas, bonfire night autumn	Mothers Day Winter	Plants and animals Growing – Spring Earth Day Easter	Father Day Spring continues	Summer Summer holidays and family traditions
<b>Statutory Framework</b>	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
<b>Project title (Year A)</b>	Me and my community	Once upon a time	Starry night	Dangerous dinosaurs	Sunshine and sunflowers	Big wide world
<b>Project title (Year B)</b>	Let’s explore	Marvellous machine	Long ago	Ready steady grow	Animal safari	On the beach
<b>Key Texts, experiences</b>	The Colour Monster PSHE sessions	The Family Book PSHE sessions	PSHE sessions Baby photos from home exploring change.	PSHE sessions Healthy Me Challenge	PSHE sessions Have You filled your Bucket Today	PSHE sessions
<b>Intended Learning</b>  Self-Regulation  Managing Self  Building Relationships	Talk about themselves in a positive manner identifying strengths Start to build respectful relationships Explore the classroom, resources and try new activities. Access some activities independently. Manage and communicate their needs. Name emotions ‘happy’, ‘sad’, ‘excited’. ‘worried’. Talk about likes and dislikes. Talk about family and home. Begin to build relationships with peers. Understand and follow classroom rules and routines. Practise tidying up and looking after the classroom. Accept praise for effort and good behaviour.	Follow wider school regimes Practise tidying up and looking after the classroom. Articulate and demonstrate teeth cleaning. Articulate and demonstrate handwashing and food preparation. Identify healthy ingredients in healthy snacks. Work in pairs to succeed in a challenge. Return to and build on previous learning, refining ideas and developing their ability to represent themselves. Perform confidently to an audience in a simple adult structured presentation.	Articulate the rationale for school regimes and expectations. Work in a small group on tasks like turn-taking games. Articulate simple problem-solving approaches. Understand the importance of being healthy and eating a balanced diet.	Work in a small group on tasks like turn-taking games. Articulate how to solve simple problems. Choose ingredients suited to healthy snacks. Begin to develop empathy by listening to others. understand a more complex understanding of feelings. Showing strategies for staying calm in the face of frustration (regulate emotions)	Engage in more complex and extended turn taking games Read facial expressions and body language and extending the vocabulary of emotions. Articulating reasons for success or failure in a challenge.	Engage in games where different participants have different roles. Build strategies to challenge undesirable behaviour towards others. Be a positive role model. Talk about rules and what is right and wrong. Sustain positive friendships and extend to new peers. Develop strategies to manage change.

<b>Physical Development</b>	Reception Autumn 1	Reception Autumn 2	Reception Spring 1	Reception Spring 2	Reception Summer 1	Reception Summer 2
<b>Connections and Contexts</b>	My Class My school Hinton St George	Christmas, bonfire night autumn	Mothers Day Winter	Plants and animals Growing – Spring Earth Day Easter	Father Day Spring continues	Summer Summer holidays and family traditions
<b>Statutory Framework</b>	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
<b>Project title (Year A)</b>	Me and my community	Once upon a time	Starry night	Dangerous dinosaurs	Sunshine and sunflowers	Big wide world
<b>Project title (Year B)</b>	Let’s explore	Marvellous machine	Long ago	Ready steady grow	Animal safari	On the beach
<b>Key Texts, experiences</b>	PE sessions Go noodle	PE sessions Go noodle	PE sessions Swimming Go noodle	PE sessions Swimming Go noodle	PE sessions Go noodle Athletics	PE sessions Go noodle Athletics Sports Day
<b>Intended Learning</b>  Gross Motor Skills  Fine Motor Skills	Stack, align and balance items of different shapes and sizes with blocks Thread, peg, and sew Cutting along lines with appropriate scissors, Negotiate small objects to create a desired effect Attempt basic attachment techniques. Use a range of tools when creating Participate in hand action songs Dress and undress independently e.g. put on coat Independently address their own needs e.g. toilet Move safely in a large space, negotiating obstacles Change direction. Stop quickly. Awareness of movement and standing still, with balance and co-ordination.	Stack, aligning, balancing with magnetic joints Join and separate small construction kit components by clicking and twisting. Dig with trowels and hand forks Use squashing techniques including rolling pins to achieve desired effects. Cut and turn along outlines. Chop and mix food ingredients using a range of tools. Travel in different ways with control and co-ordination. Jump in different ways	Weave, thread and tie Use small hammers accurately Recognise body changes during exercise. Carry and control small equipment Travel across simple obstacle courses Use more complex attachment techniques that require different tools and methods.	Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers. Control small games equipment when transporting, collecting and throwing. Travel across more complex obstacle courses including changes of height.	Join with tape and glue. Control large scale gardening tools including watering cans. Use fine mark-making tools to create texture and pattern in clay. Control printing tools to create a desired effect. Play boom whackers with wrist and shoulder control. Dismantle objects and mechanisms using a range of hand actions. Control and steer a ball by hand. Aim, roll, track and collect a ball.	Stack and align irregular and natural objects. Use hand moulding and building techniques with malleable materials. Control large scale gardening tools including watering cans. Use fine pincer mark-making clay tools with precision. Use a range of tools to dismantle mechanisms. Bounce a ball on the spot or on the move. Roll or throw a ball underarm at a target. Kick a ball at a target or to a friend.

<b>Communication and Language</b>	Reception Autumn 1	Reception Autumn 2	Reception Spring 1	Reception Spring 2	Reception Summer 1	Reception Summer 2
<b>Connections and Contexts</b>	My Class My school Hinton St George	Christmas, bonfire night autumn	Mothers Day Winter	Plants and animals Growing – Spring Earth Day Easter	Father Day Spring continues	Summer Summer holidays and family traditions
<b>Statutory Framework</b>	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
<b>Project title (Year A)</b>	Me and my community	Once upon a time	Starry night	Dangerous dinosaurs	Sunshine and sunflowers	Big wide world
<b>Project title (Year B)</b>	Let’s explore	Marvellous machine	Long ago	Ready steady grow	Animal safari	On the beach
<b>Key Texts, experiences</b>	The Colour Monster Ruby’s Worry	Christmas Songs				Beach Trip
<b>Intended Learning</b>  Listening and Attention  Understanding  Speaking	Follow adult cues to listen. Know behaviours for successful listening. Participation in predictable texts. Demonstrate an understanding of waiting turns to speak/not interrupting. Recall a range of simple nursery rhymes. Ask either/or questions. Participate in adult narration of independent learning. Participate in conversations, offering thoughts and answering questions around a topic, interest or activity. Recall and define specialist vocabulary for the half term	Actively retell and recite favourite rhymes. Secure agreed rules for conversational turn taking in small and larger groups. Ask questions to find out more and to check they understand what has been said to them. Formulate and respond to “Why?” & “How/” questions. Follow two step instructions. Describe some events in detail. Recall and define specialist vocabulary for the half term Listen carefully to instructions, Follow instructions regarding safety.	Play with words and “funny” rhymes, including “add your own word” rhymes. Participate in very familiar stories as choric speech between narrator and characters. Add connectives on the end of simple responses to include detail or causative extensions. Recall and define specialist vocabulary for the half term	Tell entire familiar stories using sequenced illustrations as prompts. Answer open ended or speculative questions. Teach new skills to others verbally and by demonstration. Recall and define specialist vocabulary for the half term	Tell familiar stories with dialogue in play Memorise rhymes and incorporate body percussion or instrumental sounds as a simple performance. Recall and define specialist vocabulary for the half term Answer open ended or speculative questions. Process three step instructions.	Generate original narratives Process language which includes challenging adjectives, verbs and positional vocabulary in instructions. Play games where they give instructions to each other. Recall and define specialist vocabulary for the half term

<b>Literacy</b>	Reception Autumn 1	Reception Autumn 2	Reception Spring 1	Reception Spring 2	Reception Summer 1	Reception Summer 2
<b>Connections and Contexts</b>	My Class My school Hinton St George	Christmas, bonfire night autumn	Mothers Day Winter	Plants and animals Growing – Spring Earth Day Easter	Father Day Spring continues	Summer Summer holidays and family traditions
<b>Statutory Framework</b>	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
<b>Project title (Year A)</b>	Me and my community	Once upon a time	Starry night	Dangerous dinosaurs	Sunshine and sunflowers	Big wide world
<b>Project title (Year B)</b>	Let's explore	Marvellous machine	Long ago	Ready steady grow	Animal safari	On the beach
<b>Key Texts, experiences</b>	Settling in	Performing Nativity				
<b>Intended Learning</b>	<p><b>Comprehension</b></p> <p><b>Word Reading</b></p> <p><b>Writing</b></p>					
	Grasp and use a wider range of structures in books and use these to aid participation. Look for cues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes. Join in with repetition of a story. Begin to learn Phase 2 letter sounds. Participate in Phase 1 activities. Use some letters in sequence to convey meaning, including CVC words. Begin to orally segment words into sounds in cvc words. Begin to read some graphemes in the environment. Write labels, lists and some letters/ own name.	Grasp and use a wider range of structures in books and use these to aid participation. Look for cues in illustrations. Join in with repetition of a story. Retell a story using repeating actions and words. Memorise and perform more complex action rhymes and nursery rhymes. Phase 2 phonics - Begin to read individual letters by saying the sounds for them. Use some letters in sequence to convey meaning, including CVC words. Begin to break speech into words when writing. Write labels, lists and name. Begin to orally segment words into sounds in cvc words. Begin to read some graphemes in the environment	Recall key elements of books they have heard and read. Express preferences for books. Learn word play rhymes and more complex nursery rhymes. Phase 3 phonics- Begin to read words with digraphs and blend sounds into words. Read simple phonically regular captions and sentences. Write simple sentences with regular words, including those with digraphs. Begin to form letters starting from the correct starting point.	Understand cause and effect in books they have heard or read. Predict the endings of books. The most complex nursery rhymes. *Word play songs. Letters and Sounds Phase 3 Write simple sentences with regular words, including those with digraphs. Begin to form letters correctly.	Predict the development of the plot. Empathise with characters. Make links between texts. Access simple information books. Letters and Sounds Phase 4 Write short compositions with more than one sentence and full stops.	Name book characters and describe their qualities. Articulate the dilemmas the characters face. Use the structure of rhyming texts to participate in a recall sections of text. Phase 4 Write short compositions with more than one sentence, capital letters and full stops

<b>Maths</b>	Reception Autumn 1	Reception Autumn 2	Reception Spring 1	Reception Spring 2	Reception Summer 1	Reception Summer 2
<b>Connections and Contexts</b>	My Class My school Hinton St George	Christmas, bonfire night autumn	Mothers Day Winter	Plants and animals Growing – Spring Earth Day Easter	Father Day Spring continues	Summer Summer holidays and family traditions
<b>Statutory Framework</b>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes					
<b>Project title (Year A)</b>	Me and my community	Once upon a time	Starry night	Dangerous dinosaurs	Sunshine and sunflowers	Big wide world
<b>Project title (Year B)</b>	Let's explore	Marvellous machine	Long ago	Ready steady grow	Animal safari	On the beach
<b>Key Texts, experiences</b>						
<b>Intended Learning</b>  Number  Number Patterns	Topics: Getting to Know You. Just Like Me. It's Me 1 2 3! Light and Dark. Number: Match, sort and compare amounts. Representing Numbers, Composition and More and Less. Measure Shape, Space and Thinking: Compare Size and Capacity, Properties of Shape and Exploring Patterns.		Topics: Alive in 5! Growing 6 7 8. Building 9 & 10. Number: Comparing Numbers & Bonds to 10. Measure Shape, Space and Thinking: Mass, 3D Shape and Length & Height.		Topics: On the Move. Superhero to 20 and Beyond. First, Then and Now. Find My Pattern. Number: Building Numbers Beyond 10. Counting Patterns Beyond 10. Adding More and Taking Away. Doubling. Measure Shape, Space and Thinking: Spatial Reasoning – Match, Rotate, Manipulate. Spatial Reasoning – Compose and Decompose.	

<b>Understanding the World</b>	Reception Autumn 1	Reception Autumn 2	Reception Spring 1	Reception Spring 2	Reception Summer 1	Reception Summer 2
<b>Connections and Contexts</b>	My Class My school Hinton St George	Christmas, bonfire night autumn	Mothers Day Winter	Plants and animals Growing – Spring Earth Day Easter	Father Day Spring continues	Summer Summer holidays and family traditions
<b>Statutory Framework</b>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
<b>Project title (Year A)</b>	Me and my community	Once upon a time	Starry night	Dangerous dinosaurs	Sunshine and sunflowers	Big wide world
<b>Project title (Year B)</b>	Let’s explore	Marvellous machine	Long ago	Ready steady grow	Animal safari	On the beach
<b>Key Texts, experiences</b>	Families Homes and houses This is my Class What makes me a me	Police visit The Little Christmas tree Amazing Machines	Coming to England The Great Race Ways into History: home and houses and games	Fire brigade visit Susie’s Sunflowers A year in the forest The gigantic turnip	Animal non-fiction books Book of Animals Animals are Delicious Walking through the Jungle	Seaside visit The Seaside First Book of the Seashore Who’s hiding at the seaside Somebody swallowed Stanley
<b>Intended Learning</b>  Past and Present  People Cultures and communities  The Natural World	Talk about members of immediate family. Talk about the place where they live, Describe and represent their homes in 2D, naming rooms and parts of buildings. Know that children were babies in te past. Know that adults were children in the past. Know that people remember things from the past. Welly Walk focus: Our local area, mapping trees. Seasonal changes Autumn	Know and demonstrate how to plant bulbs and predict what will happen to them Describe family Christmas traditions Describe and explain changes of state of water (and other materials) Name streets and uses of buildings in streets around school. Describe places that are special to them and explain why. Welly walk focus: seasonal changes, winter in the woods	Compare baby photos to 4/5 year old child. Explain how people change in the first four years of their lives. Identify similarities and differences between locations in the past and now. Describe changes of state for butter, Compare winter clothes to summer clothes and identify what they should wear in cold weather. Understand that changes occur in order. Compare and contrast items from the past to equivalent items now. Welly Walk focus, making maps of Jubilee woods.	Name plants and parts of plants Know and demonstrate how seeds grow and care for seedlings. Understand that food comes from plants. Understand the origins of different food we eat. Explain why we need to eat food. understand some of the features of common animals (Year A) Describe the role of significant adults in the community. Welly walk focus, Seasonal changes, Spring	Name local features and make simple map of route to Jubilee woods Mark on map where different wildlife has been encountered. understand some of the features of common animals (Year b) understand that animals can be a source of food for humans and other animals. Looking for minibeasts in habitats in school field. Understand and discuss fathers day traditions. Welly Walk focus identifying wildlife	Talk about holidays and visits that children have been on. Compare beach holidays in the past to now. Talk about traditional activities for going to the seaside/on holiday. Describe similarities and differences between beaches around the world using different forms of evidence. Describe natural and man made beach detritus and know the possible dangers to wildlife. Draw local landmarks for leaflet about Hinton St George. Welly Walk focus, Seasonal changes summer.

<b>Expressive Arts and Design</b>	Reception Autumn 1	Reception Autumn 2	Reception Spring 1	Reception Spring 2	Reception Summer 1	Reception Summer 2
<b>Connections and Contexts</b>	My Class My school Hinton St George	Christmas, bonfire night autumn	Mothers Day Winter	Plants and animals Growing – Spring Earth Day Easter	Father Day Spring continues	Summer Summer holidays and family traditions
<b>Statutory Framework</b>	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to					
<b>Project title (Year A)</b>	Me and my community	Once upon a time	Starry night	Dangerous dinosaurs	Sunshine and sunflowers	Big wide world
<b>Project title (Year B)</b>	Let’s explore	Marvellous machine	Long ago	Ready steady grow	Animal safari	On the beach
<b>Key Texts, experiences</b>	Harvest Festival – Performing songs	Nativity – Performance Singing Christmas songs.	Mix it up! Chinese New Year stories	Spring and Easter songs The Easter Story	A Year in the Forest The Boy with Flowers in his hair.	Forest School
<b>Intended Learning</b>  <b>Creating with Materials</b>  <b>Being Imaginative and Expressive.</b>	Representing models using creative and construction items. Create models by balancing reclaimed items and wood. Draw familiar people from memory, with attention to detail. Attempt basic attachment techniques. Enact domestic routines and brief family narratives using props. Mark the pulse of pieces of music using body percussion. Copy, memorise and perform a repertoire of simple hand-action songs. Dance with large arm movements using props – ribbon and fabric	Create new colours by mixing paints; predict and narrate the effects. Explore textures, colour and patterns in the environment and classroom.. Mark the beat and imitate rhythms with tapping and striking instruments. Perform a small repertoire of short repetitive songs. Know further action songs by heart. Exercise with large arm movements using props	Create new iamages and colours using collage. Twist, wrap and weave with pressure and precision, narrating choices about colour and texture. Retell events from a known story in role or small world play. Pitch match during sections then whole melodies of four line songs. Imitate more complex rhythm patterns with tapping instruments. Copying dance routines and exercise videos. Use a range of attachment techniques.	Make considered choices to create mixed media or design in clay, using different techniques and tools. Speak and act in role, demonstrating recall of the jobs of key members of the community. Draw single or a sequence of images from the imagination to illustrate a story. Developing narratives using small world and role play props Memorise short choreographed dance sequences to accompany songs in pairs or groups. Build with large scale resources outdoors.	Make increasingly detailed observational drawings and paintings of natural found objects and living things Outdoors know how to join wood and reclaimed materials to make objects with a purpose. Large construction. Select reclaimed materials to collage representationally or with a design idea and explain choices. (junk modelling and design) Move rhythmically on the spot and travelling, using hands or feet to mark the beat. Echo simple short rhythmic phrases with untuned percussion. Discuss the pitch contrasts in tuned percussion Make up and sing own songs and	Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment. Make detailed and accurate observational drawings of natural found objects and living things, including matching colours Shape and mould wet sand and clay with hand tools to create particular effects. Use dance gestures and movements to tell a story. Body percussion and instrumental sound effects to tell a story. Draw familiar landmarks from memory. Use attachment techniques to create a function.

					rhymes. Call and response songs	
--	--	--	--	--	------------------------------------	--