

## Reception Curriculum Map Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overall Topic</b>	Ourselves	Toys	Food	Weather	Minibeasts	People Who Help Us
<b>Pathway Curriculum Footprints for EYFS</b>	Brush teeth	Hold a Sparkler Public Library	Build a Den	Crossing a road	Attend a sports course in school Hold an animal	Visit a Post Office Phone Emergency Services
<b>Celebrating Me</b>	Me – try new things, talk and share, ask for help My friends – take turns, kind to others, make a friend My learning – listen to others, answer how and why questions, manage my own hygiene and needs, ask for help					
<b>UW Topics Events /</b>	Our families Autumn Harvest – Church Visit	Bonfire night Remembrance Day Diwali Christmas Nativity Church Visit	Exploring senses Winter Chinese New Year Holi School trip	Spring Planet earth Easter Mother's Day St David's Day St George's Day Polar Regions Hatch chicks & ducks	Cultural Diversity Day Habitats	Summer Father's Day Windrush Day Celebrating Me Day
<b>Communication and Language</b>	<b>Throughout the year:</b> <ul style="list-style-type: none"> <li>Learn and use new vocabulary in a variety of contexts</li> <li>Learn rhymes, poems and songs</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Engage in non-fiction books – develop a deep familiarity with new knowledge and vocabulary</li> </ul>					
	<b>Listening, Attention and Understanding</b>					
	<ul style="list-style-type: none"> <li>Know how to listen carefully</li> <li>Be able to follow simple instructions</li> <li>Engage in story times, joining in with repeated phrases and actions</li> <li>Begin to understand how and why questions</li> </ul>		<ul style="list-style-type: none"> <li>Follow more complex instructions</li> <li>Respond to what I have heard by asking questions to find out more</li> <li>Begin to retell a simple story</li> <li>Explain events that have already happened in detail</li> </ul>		<ul style="list-style-type: none"> <li>Retell stories that I know well, some as exact repetition and some in my own words</li> <li>Understand questions such as who, what, where, when and why and how</li> <li>Have conversations with adults and peers with back and forth exchanges</li> </ul>	
	<b>Speaking</b>					
<ul style="list-style-type: none"> <li>Be able talk to staff in the classroom</li> <li>Be able to answer questions in whole class discussions</li> <li>Develop social phrases such as 'Good morning' and 'thank you'</li> <li>Be able to speak in full sentences</li> </ul>		<ul style="list-style-type: none"> <li>Develop the confidence to speak to adults in and around school</li> <li>Be able to talk in sentences using conjunctions e.g. and, because</li> </ul>		<ul style="list-style-type: none"> <li>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>Talk about why things happen</li> <li>Talk in sentences using a range of tenses</li> </ul>		
<b>Personal, Social and emotional development</b>	<b>Self-Regulation</b>					
	<ul style="list-style-type: none"> <li>Recognise and celebrate my own strengths</li> <li>Begin to identify a range of feelings and begin to be able to say how I feel</li> <li>Be able to follow one step instructions</li> </ul>		<ul style="list-style-type: none"> <li>Identify a broader range of feelings, recognise how emotions make us feel e.g butterflies in tummy when nervous, wanting to jump when excited</li> <li>Say how others are feeling based on their expressions and actions</li> <li>Be able to follow two step instructions</li> </ul>		<ul style="list-style-type: none"> <li>Consider the feelings of others</li> <li>Be able to moderate own feelings and behaviour with support</li> <li>Maintain focus during whole class teaching</li> <li>Follow instructions with more than two steps</li> </ul>	

	<b>Managing Self</b>					
	<ul style="list-style-type: none"> <li>Be able to wash hands independently</li> <li>Be able to put own coat on (adult help with zipper)</li> <li>Dress and undress for outdoor learning with support</li> <li>Have confidence to try new activities</li> </ul>		<ul style="list-style-type: none"> <li>Begin to show resilience and perseverance in the face of challenge</li> <li>Attempt to zip up own coat, put on painting apron, do up buttons and buckles</li> <li>Identify and name healthy foods and understand the importance of healthy food choices</li> </ul>		<ul style="list-style-type: none"> <li>Manage own basic needs independently</li> <li>Know how to keep healthy e.g. regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian</li> </ul>	
	<b>Building relationships</b>					
<b>RSHE focus</b>	<ul style="list-style-type: none"> <li>Begin to develop friendships</li> <li>Build a positive relationship with adults in the classroom</li> <li>Seek support from adults when needed</li> <li>Have the confidence to speak to peers and adults</li> </ul>		<ul style="list-style-type: none"> <li>Begin to work cooperatively in a group (with support)</li> <li>With support and using strategies taught begin to take turns</li> <li>Begin to listen to the ideas of other children and agree on a solution and compromise</li> </ul>		<ul style="list-style-type: none"> <li>Be able to work cooperatively in a group</li> <li>Develop relationships with adults around school</li> <li>Have strong friendships</li> </ul>	
	JIGSAW: Being Me in My World	JIGSAW: Celebrating Difference	JIGSAW: Dreams and Goals	JIGSAW: Healthy Me	JIGSAW: Relationships	JIGSAW: Changing Me
<b>Physical Development</b>	<b>Gross Motor Skills</b>					
	<b>Throughout the year:</b> <ul style="list-style-type: none"> <li>Develop core muscle strength to achieve a good posture when sitting at a table or on the floor</li> <li>Confidently and safely use a range of large and small apparatus indoors and outdoors to develop overall body strength, balance, coordination and agility</li> </ul> Revise and refine the fundamental movement skills I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing					
	<ul style="list-style-type: none"> <li>Be able to queue and line up</li> <li>Move safely in a space with consideration of others</li> <li>Use different travelling actions whilst following a path</li> <li>Follow, copy and lead a partner</li> <li>Develop balancing whilst stationary and on the move</li> <li>Develop running and stopping and be able to change direction</li> <li>Develop jumping, hopping and landing</li> </ul>		<ul style="list-style-type: none"> <li>Explore different body parts and how they move</li> <li>Remember, copy and repeat actions</li> <li>Be able to roll a ball at a target</li> <li>Be able to stop a rolling ball</li> <li>Develop accuracy when throwing to a target</li> <li>Develop bouncing and catching skills</li> <li>Develop dribbling skills</li> <li>Be able to kick a ball</li> </ul>		<ul style="list-style-type: none"> <li>Continue to develop running and stopping skills</li> <li>Develop throwing skills</li> <li>Move safely when playing tagging games</li> </ul>	
	<b>Fine Motor Skills</b>					
	<ul style="list-style-type: none"> <li>Use cutlery independently at meal times</li> <li>Use scissors to make snips and cut along a straight line</li> <li>Begin to use a tripod grip when using mark making tools</li> <li>Be able to copy letters that I have been taught</li> </ul>		<ul style="list-style-type: none"> <li>Hold scissors correctly and cut along a curved line and cut out large shapes</li> <li>Write letters I have been taught using correct letter formation</li> </ul>		<ul style="list-style-type: none"> <li>Use cutlery confidently at meal times</li> <li>Hold scissors correctly and cut out small shapes</li> <li>Have a good pencil grip for writing</li> </ul>	
<b>PE Focus</b>	Multi skills (PS)	Ball Skills (PS)	Gymnastics (PS)	Ball Skills (2) (PS)	Games (PS)	Games 2 (PS)
<b>Literacy (including Phonics – Little Wandle)</b>	<b>Main Text</b>					
	We're all Wonders – RJ Palacio Funny Bones – Janet & Alan Ahlberg	Where's my Teddy? – Jez Alborough The Night Before Christmas – Clement C Moore	Supermarket Zoo – Carol Hart & Edward Eaves Supertato – Sue Hendra	Once Upon a Raindrop – James Carter Elmer and the Wind – David McKee	The Very Hungry Caterpillar – Eric Carle What the Ladybird Heard – Julia Donaldson	Lost and Found – Oliver Jeffers The Way Back Home – Oliver Jeffers
	<b>Suggested Core Texts &amp; Supporting Books</b>					
Colour Monster Ruby's Worry Ravi's Roar Leaf Man Super Duper You We are Family The Tiger that came to Tea	Stick Man Kindness is my Superpower The Perfect Fit Guy Fawkes for Kids Here Comes Jack Frost	Traditional tales: Goldilocks and the Three Bears The Three Little Pigs The Skies Above Your Eyes How to Catch a Star	We Sang Across the Sea The World Around Me Oi, get off our train Here we Are The Tiny Seed Weather Books (non-fiction)	The Snail and the Whale The Rainbow Fish Harry and the Bucketful of Dinosaurs The Wondrous Dinosaurium The Bee Book Mad About Minibeasts	Giraffes Can't Dance The Bad Tempered Ladybird Spinderella The Great Pet Sale Bloom The Lion inside	

	<p>The Squirrels Who Squabbled Room on a Broom Harvest Festival (non-fiction) Autumn (non-fiction)</p>	<p>Snowflakes The Snowman Non fiction winter book A Great Big Cuddle (Poetry)</p>	<p>Here We Are The Darkest Dark Home Aliens Love Underpants I Hear a Pickle: and Smell, See, Touch, &amp; Taste It, Too!</p>	<p>Coming to England The Street Beneath My Feet Growing Frogs Non fiction Spring book From Egg to Chicken The Ugly Duckling</p>	<p>Tiddler The Big Book of the blue The Coral Kingdom Mad About Dinosaurs</p>	<p>Jack and the Beanstalk Non-fiction summer book</p>
<b>Comprehension</b>						
<ul style="list-style-type: none"> <li>Show an interest in books and handle them carefully</li> <li>Enjoy listening to and joining in with stories, rhymes and poems</li> <li>Join in with phrases and familiar parts of stories and rhymes and fill in missing parts</li> <li>Show interest in illustrations and suggest narrative to accompany pictures</li> <li>Begin to answer questions about stories read to me)</li> </ul>		<ul style="list-style-type: none"> <li>Begin to act out stories I know well</li> <li>Begin to predict what might happen in a story</li> <li>Suggest how a story might end</li> <li>Be able to talk about the characters in the story</li> </ul>		<ul style="list-style-type: none"> <li>Be able to answer questions about what I have read</li> <li>Have favourite books, poems and stories and say why I like them</li> <li>Begin to use story language/vocabulary when re-telling stories</li> <li>Sequence well known stories</li> <li>Know that information can be retrieved from books</li> </ul>		
<b>Word Reading</b>						
<ul style="list-style-type: none"> <li>Recognise phonemes taught: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l, ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</li> <li>Words with s /s/ and s /z/ added at the end (hats sits)</li> <li>Segment, blend and read words with these sounds</li> <li>Read CVC words</li> <li>Read decodable texts with the phonemes taught</li> <li>Recognise 'Tricky words': is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</li> </ul>		<ul style="list-style-type: none"> <li>Recognise phonemes taught: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, dd, mm, tt, bb, rr, gg, pp, ff</li> <li>Segment, blend and read words with these sounds</li> <li>Read decodable texts with the phonemes taught</li> <li>Recognise 'Tricky words': was, you, they, my, by, all, are, sure, pure</li> </ul>		<ul style="list-style-type: none"> <li>Read and write words with the following spelling pattern: CVCC,CCVC,CCVC,CCCVC, CCCVCC</li> <li>Recognise 'tricky words': said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</li> <li>Read decodable texts with the phonemes and spelling patterns taught</li> <li>Root word ending in -ing, -ed /t/, -ed /id/ /ed/, -ed /d/</li> </ul>		
<b>Writing</b>						
<ul style="list-style-type: none"> <li>Understand that print carries meaning</li> <li>Give meaning to marks I make</li> <li>Use phonic knowledge to segment and blend and write CVC words</li> <li>Begin to write captions using taught sounds</li> <li>Make phonetically plausible attempts in spelling words</li> <li>Write own name</li> <li>Begin to use correct letter formation for letters that I have been taught</li> </ul>		<ul style="list-style-type: none"> <li>Form most letters correctly</li> <li>Make phonetically plausible attempts in spelling words</li> <li>Write captions and simple sentences using sounds I have been taught</li> <li>Begin to use finger spaces between words</li> <li>Know that sentences start with a capital letter and end with a full stop</li> <li>Be able to spell some tricky words that I have been taught</li> </ul>		<ul style="list-style-type: none"> <li>Form most letters correctly</li> <li>Make phonetically plausible attempts when spelling using the sounds that I have been taught</li> <li>Begin to read my own work back to check it makes sense</li> <li>Use finger spaces and full stops in writing</li> <li>Begin to use capital letters at the start of a sentence</li> <li>Be able to spell some tricky words that I have been taught</li> </ul>		
<b>Mathematics</b>						
<ul style="list-style-type: none"> <li>Know how to sort objects based on their attributes</li> <li>Count or subitise small groups of objects accurately</li> <li>Use mark-making to represent small groups of objects</li> <li>Explore compositions of numbers up to 5</li> <li>Can show five on a five-frame and understand that the five frame is full</li> <li>Know that when counting, each number is one more than the one before</li> <li>Know that when counting back, each number is one less than the previous number</li> <li>Compare numbers and small sets of objects using vocabulary such as 'more', 'fewer' and 'same'</li> <li>Compare and order items by size</li> <li>Compare the mass of objects using vocabulary such as heavier/lighter</li> <li>Compare the capacity of objects</li> <li>Know the features of circles, triangles, squares and rectangles</li> <li>Describe, copy, continue and create a simple repeating pattern</li> </ul>		<ul style="list-style-type: none"> <li>Know when there is zero of something</li> <li>Know different ways to make numbers to 10</li> <li>Use a tens frame to recognise groups of 9 and 10</li> <li>Know that a pair is two</li> <li>Arrange small quantities into pairs and recognise when one is left over</li> <li>Combine two groups to work out how many altogether</li> <li>Explore number bonds to 10 using real objects</li> <li>Describe similarities and differences between 3D shapes</li> <li>Make comparisons between the mass of objects using vocabulary such as heavy, heaviest, light, lightest</li> <li>Compare capacity using vocabulary such as full/nearly full/half full/nearly empty/empty</li> <li>Use objects to measure</li> <li>Talk about more complex patterns</li> <li>Name the days of the week and be able to talk about what happens on each day</li> </ul>		<ul style="list-style-type: none"> <li>Recognise numbers to 20 on a range of different resources, for example tens frames</li> <li>Use a double ten frame to build numbers beyond 10</li> <li>Recognise full tens and parts of tens</li> <li>Use first, then, now structure to say an 'adding more' number story</li> <li>Use the first, then, now structure to say a 'taking away' number story</li> <li>Know how to make doubles and sort doubles and non-doubles</li> <li>Know how to share a small quantity equally</li> <li>Know that some quantities can't be shared equally</li> <li>Recognise the structure of odd and even numbers</li> <li>Solve simple problems and find different possibilities</li> <li>Explore the relationship between numbers and shapes, for example using number rods</li> <li>Copy a simple arrangement of shapes</li> <li>Identify how shapes can be combined and separated to create new shapes</li> </ul>		

	<ul style="list-style-type: none"> <li>• Can use positional language to build a model</li> <li>• Know about day and night</li> </ul>		<ul style="list-style-type: none"> <li>• Use positional language to describe where objects are in relation to other objects</li> <li>• Visualise simple models</li> <li>• Copy, continue and create complex patterns</li> <li>• Create a symmetrical arrangement</li> <li>• Create a map and describe a simple route</li> </ul>			
<b>Understanding of the world</b>	<b>Past and Present</b>					
	<b>Throughout the year</b>					
	<ul style="list-style-type: none"> <li>• Talk about significant events in my own experiences, describing special times and events and know this is my own history.</li> <li>• Compare and contrast characters from stories, including figures from the past</li> <li>• Use artefacts and images to talk about the past comparing similarities and differences</li> </ul>					
	<ul style="list-style-type: none"> <li>• Name some of the members of my family and community and talk about them.</li> <li>• Know how I have changed</li> <li>• Know some similarities and differences between things now and in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Have an awareness of features in Welwyn Garden City n point out how some buildings look older than others.</li> <li>• Know some similarities and differences between things now and in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about people around me and their roles in society.</li> <li>• Know some similarities and differences between things now and in the past</li> <li>• Sequence pictures such as in stories, getting dressed or making a sandwich.</li> </ul>			
	<b>People, Culture and Communities</b>					
	<b>Throughout the year:</b>					
<ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries.</li> <li>• Know about a range of celebrations from different cultures and religions, comparing similarities and differences</li> </ul>						
<ul style="list-style-type: none"> <li>• Know about Diwali and how Hindu's prepare for and celebrate Diwali</li> <li>• Know about Hanukkah and how Jew's prepare for and celebrate Hanukkah</li> <li>• Know how Christians celebrate Christmas</li> <li>• Know where I live and where I go to school.</li> <li>• With support, find our school on a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore wedding ceremonies in different cultures</li> <li>• Talk about some special places for people from different cultures and religions</li> <li>• Know about the Easter story and how Christians celebrate Easter and about the associated symbols</li> <li>• With support draw information from a simple map</li> <li>• Recognise a globe and use it to identify land and sea.</li> <li>• Know that there are seven continents and five oceans</li> <li>• Know there are different countries in the world.</li> <li>• Compare the UK and France</li> </ul>	<ul style="list-style-type: none"> <li>• Know how and why people from different religions have times of quiet, reflection and prayer</li> <li>• Listen to some stories from different cultures and religions</li> <li>• Know that Christians believe that God made the world</li> <li>• Recognise a range of professions and the contribution they make to our community</li> <li>• Find out about different countries and how the landscape and wildlife differs to our country</li> </ul>				
<b>The Natural World</b>						
<b>Throughout the Year:</b>						
<ul style="list-style-type: none"> <li>• Recognise different weather types and the immediate impact on us for example, needing a coat, sun-cream, hat, wellies</li> <li>• Identify the four seasons and some of their features. Understand the effect of the changing seasons on the natural world around us</li> <li>• Talk about changes e.g. freezing, melting, cooking</li> <li>• Identify and name some of the trees and plants in our school grounds</li> <li>• Begin to develop Working Scientifically skills, for example, observing, exploring, asking questions, grouping and sorting ,noticing similarities and differences, predicting what might happen</li> </ul>						
<ul style="list-style-type: none"> <li>• Describe what I see, hear and feel outside using a wide vocabulary</li> <li>• Begin to understand the difference between the natural and human made world.</li> <li>• Describe materials e.g. wood, card, rock,</li> <li>• Talk about materials using vocabulary for example soft, hard, stretchy, rough, smooth</li> <li>• Name and locate main human body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Describe my own environment and local area, spotting similarities and differences.</li> <li>• Describe another environment e.g. Desert, Artic, grasslands etc.</li> <li>• Recognise the Earth, sun and moon</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the creatures that live in our garden and school grounds.</li> <li>• Make observations of animals and plants and use these observations to draw pictures.</li> <li>• Understand how and why recycling is important</li> <li>• Name a range of minibeasts, animals and sea creatures and identify their habitats</li> <li>• Know about a life cycle eg caterpillars or chicks</li> </ul>				
<b>Science Focus – Developing Experts</b>	R=Senses (Ourselves)	R=Forces (Toys)	R=Food (food)	R=Weather and Seasons(weather)	R=Insects (insects and minibeasts)	R= Materials (People who help us)

<b>History &amp; Geography Focus</b>						
<b>Introducing French</b>	In the Jungle					
<b>RE Focus</b>	<b>Christianity:</b> What makes people special? <b>Christianity:</b> What is Christmas?	<b>Hinduism:</b> What makes people special? <b>Christianity:</b> What is Easter?	<b>Mixture of religions:</b> What can we learn from stories? <b>Christianity, Judaism:</b> What makes places special			
<b>Expressive Arts and Design</b>	<b>Creating with materials</b>					
	<ul style="list-style-type: none"> <li>Begin to use a variety of drawing tools, e.g. finger, stick, pencil, coloured pencils, pastels, chalk, felt tips, pen, clay tools and know the names of the tools</li> <li>Explore different textures and experiment with mark making. E.g. gloop, sand, clay,</li> <li>Investigate what happens when colours mix</li> <li>Create simple representations of people and objects</li> <li>Begin to think about what I am going to create</li> <li>Join materials using glue sticks and PVA glue</li> <li>Use different construction materials to build and create</li> <li>Learn cooking techniques: using a knife safely, peeling, using measuring spoons and scales, rolling out dough, using cutters, begin to understand oven safety</li> </ul>	<ul style="list-style-type: none"> <li>Experiment freely with properties of clay, plasticine and dough.</li> <li>Collect and sort materials into given criteria e.g. shiny, smooth.</li> <li>Experiment with a range of collage media.</li> <li>Offer simple opinions about my work and begin to comment on others including artists</li> <li>Talk about what I am going to create</li> <li>Join materials using different types of tape and spilt pins</li> <li>Learn more complex cooking techniques: Using measuring spoons and scales with more independence, using a spatula, grating, melting, mixing, dividing mixture, begin to understand hob safety</li> <li>Share my creations and talk about how I made it</li> </ul>	<ul style="list-style-type: none"> <li>Make observational drawings (animals, plants)</li> <li>Experiment with a range of materials to print</li> <li>Experiment with simple monoprints.</li> <li>Use two paint colours to create repeating patterns.</li> <li>Create collaboratively, sharing ideas, resources and skills</li> <li>Offer simple opinions about my work and begin to comment on others including artists</li> <li>Cooking techniques: kneading, shaping, assembling</li> <li>Begin to plan what I am going to create</li> <li>Design, plan and prepare a simple recipe</li> <li>Adapt work where necessary</li> </ul>			
	<b>Being imaginative and expressive</b>					
	<ul style="list-style-type: none"> <li>Begin to use my imagination and resources in role-play and small world play</li> <li>Listen to a range of different music and move freely to it</li> <li>Join in with singing in class and whole school</li> <li>Begin to join in with a pulse or steady beat of the music</li> </ul>	<ul style="list-style-type: none"> <li>Use what I know and have read to help create my own stories in role-play and small world play</li> <li>Be able to copy simple rhythms</li> <li>Know about high notes and low notes (pitch)</li> <li>Talk about whether I like or dislike a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>Retell a story I know well using story language in role-play and small world play.</li> <li>Perform songs, rhymes, poems and stories alone and with others. Matching the pitch and following the melody</li> <li>Create music alone and collaboratively</li> <li>Understand how to be a good performer and audience member</li> </ul>			
<b>Music</b>	I've got a grumpy face Witch, witch Row, row, row your boat  L&A - Orchestra – String & Woodwind	Up and down Five fine bumble bees Shake my sillies our  L&A - Orchestra – Brass & Percussion	Down there under the sea It's oh so quiet! Slap clap clap  L&A - The Young Persons Guide to the Orchestra			
<b>Art/DT Focus</b>	Marvellous Marks	Structures – Junk Modelling	Paint My World	Structures - Boats	Creation Station	Textiles - Bookmarks
	Recipe to make – tasty toast					