**Reception Curriculum Map 2024/25**

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| Area of Learning | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | Summer 2 |
| **Topics** | I’m Amazing  (Our new start)  People who help us | | Animals and their habitats (including life cycles: Birds) | | Animals and their habitats (including life cycles: Crocodiles ) | | Worms | | Growing | Changes |
| **Personal, Social and Emotional** | This area involves developing Self-regulation, Managing Self and Building Relationships.  Examples of learning in this particular area include: showing an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly, set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate, give focused attention to what an adult says, responding appropriately even when engaged in an activity, being confident to try new activities and show independence, resilience and perseverance in the face of challenge, explaining the reasons for rules, knowing right from wrong and trying to behave accordingly, manging their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices, working and playing co-operatively and taking turns with others, forming positive attachments to adults and friendships with peers and showing sensitivity to their own and to others’ needs. | | | | | | | | | |
| **Communication and Language** | This area involves developing Listening, Attention and Understanding and Speaking.  Examples of learning within this area include: listening to stories attentively and responding to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions, making comments about what they have heard and asking questions to clarify their understanding, holding conversations when engaged in back-and-forth exchanges with an adult and their peers, participating in small group, one-to-one and whole class discussions, offering their own ideas, offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate, expressing their ideas and feeling about their experiences using full sentences, including past, present and future tenses and making use of conjunctions, with modelling and support from an adult. | | | | | | | | | |
| **Physical Development**  Gross motor skills | Get Set 4 PE:  Introduction to PE Unit 1 | Get Set 4 PE:  Gymnastics Unit 1 | | Get Set 4 PE:  Dance  Unit 2 | | Get Set 4 PE:  Fundamentals Unit 2 | | Get Set 4 PE:  Games  Unit 2 | | Get Set 4 PE:  Ball Skills Unit 2 |
| Fine motor skills | Holding a pencil effectively in preparing for fluent writing, using a tripod grip in almost all cases, using a range of small tools, including scissors, paintbrushes and cutlery, beginning to show accuracy and care when drawing. | | | | | | | | | |
| **Literacy**  Class Texts | Shh! We have a plan by Chris Haughton | Puffin Peter by Petr Horacek  Me on a map by Joan Sweeney | | Beware of the crocodile by Martin Jenkins  Croc and Bird by Alexis Deacon. | | Yucky worms by Vivian French | | Alphonse there is mud on the ceiling by Daisy Hirst  Errol’s Garden by Gillian Hibbs | | The story machine by Tom McLaughlin |
| **Phonics**  **Little Wandle Scheme** | Phase 2 graphemes:  Week 1: s a t p Week 2: i n m d  Week 3: g o c k Week 4: ck e u r  Week 5: h b f  Week 6: Assessment week  Tricky words:  Is, I, the | Phase 2 graphemes:  Week 1: ff ll ss j Week 2: v w x y Week 3: z zz qu words with s /s/ added at the end (hats sits) ch  Week 4: sh th ng nk  Week 5: words with s /s/ added at the end (hats sits)  words ending s /z/ (his) and with s /z/ added at the end (bags)  Week 6: Assessment week  New tricky words:  Week 1: put, pull, full, as  Week 2: and, has, his, her  Week 3: go, no, to, into  Week 4: she, push, he, of  Week 5: we, me, be | | Phase 3 graphemes: Week 1: ai ee igh oa  Week 2: oo oo ar or  Week 3: ur ow oi ear  Week 4: air er words with double letters: dd mm tt bb rr gg pp ff  Week 5 longer words  Week 6: Assessment week  New tricky words:  Week 1: recap previous tricky words  Week 2: was, you, they  Week 3: my, by, all  Week 4: are sure pure  Week 5: recap previous tricky words | | Phase 3 graphemes:  Week 1: review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2: review Phase 3: er air words with double letters longer words Week 3: words with two or more digraphs Week 4: longer words words ending in –ing compound words  Week 5: longer words words with s in the middle /z/ s words ending –s words with –es at end /z/  Week 6: Assessment week  No new tricky words:  Review all taught so far Secure spelling | | Phase 4 graphemes**:**  Week 1: short vowels CVCC Week 2: short vowels CVCC CCVC Week 3: short vowels CCVCC CCCVC CCCVCC longer words Week 4: longer words compound words  Week 5: root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est  Week 6: Assessment week  New tricky words:  Week 1: said, so, have, like  Week 2: some, come, love, do  Week 3: were, here, little, says  Week4: there, when, what, one  Week 5: out, today | | Phase 4 graphemes  Week 1:long vowel sounds CVCC CCVC Week 2: long vowel sounds CCVC CCCVC CCV CCVCC  Week 3: Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words Week 4: root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/  Week 5: Phase 4 words ending in: –s /s/, –s /z/, –es longer words  Week 6: Assessment week  No new tricky words:  Review all taught so far Secure spelling |
| **Mathematics** | ●Matching  ●Sorting ●Comparing and Ordering  ●AB Patterns | ● Counting  ● Time  ● Composition of Numbers up to 5 ● 2D shapes  ● Positional Language | | ●Counting ●Counting and Ordering  ●Addition ●Counting Patterns | | ● Measuring Lengths and Heights  ● Capacity – developing language  ● 2D shapes  ● 3D shapes | | ●Counting On to Add  ●Counting Forwards and Backwards ●Counting to 20 ●Doubling ●Halving and Sharing  ●Odds and Evens | | ●Mass, Volume and Capacity ●Money  ●Data  ●Word Problems |
| **Understanding the world**  Geography (G)  History (H)  Science (S) | (G) Our local area: Birds  (H) Our new start  (S) I’m amazing  People who help us | (G) The United Kingdom: Scotland  Map skills  (H) Past events and celebrations  (S) Animals and their habitats (including life cycles): Birds | | (G) Where do crocodiles live in the world?    (H) Fossils and Crocodiles  (S) Animals and their habitats (including life cycles): Crocodiles | | (G) Fieldwork: digging for worms  (H) Past events and celebrations  (S) Animals and their habitats: Worms | | (G) Growing: the local environment  (H) Changes: our school  (S) Growing | | (G) Changes over time: map skills  (H) Looking ahead  (S) Changes over time |
| **Expressive Arts and Design**  Art (A)  DT (DT) | (A)Recycled materials (birds)  (DT) Recycled materials (birds) | (A) Shapes in art  Fireworks  (DT) Making a bird feeder | | (A)Watercolour painting  (DT) Making a peg crocodile | | (A)Sand art  (DT) Designing a wormery | | (A)Observational drawings  (DT) Edible plants | | (A)Changes: colour mixing  (DT) Changes: us and the world around us (melting/heating) |
| **Religious**  **Education** | Creation and Covenant | Prophecy and Promise | | Galilee to Jerusalem | | Desert to Garden | | To the ends of the Earth | | Dialogue and Encounter |
| **PSE/RSE** | Religious understanding,  Me, my body, my health,  Emotional Wellbeing  Life Cycles | | | Religious understanding  Personal relationships  Keeping safe | | | | Religious understanding  Living in the wider world | | |
| **Computing**  **Online Safety Lessons** | Discovering Computing: Technology Around Us Safety and Privacy  Online Relationships  I can recognise some ways in which the internet can be used to communicate | Discovering Computing: Technology Around Us Safety and Privacy  Online Relationships  I can recognise some ways in which the internet can be used to communicate | | Early Computing skills: Mouse and Trackpad skills  Online Relationships  I can give examples of how I (might) use technology to communicate with people I know | | Early Computing skills: Mouse and Trackpad skills  Online Relationships  I can give examples of how I (might) use technology to communicate with people I know | | Early Computing skills: Drawing skills  Online Reputation  I can identify ways that I can put information on the internet | | Early Computing skills: Photography  Online Reputation  I can identify ways that I can put information on the internet |
| **Music** | Beat and Tempo: To move to the music  To begin to feel the steady beat/pulse | Exploring different actions and how they fit with the pulse | | Finding the singing voice / beginning to recognise high and low pitch | | To use the voice expressively (dynamics)  To show high and low pitch with body and hand movements | | Structure  Performing cumulative songs with actions  Singing call and response songs | | Bringing it all together using instruments to accompany singing in a class performance |