

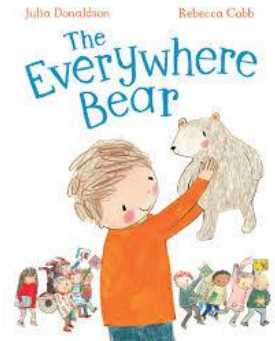
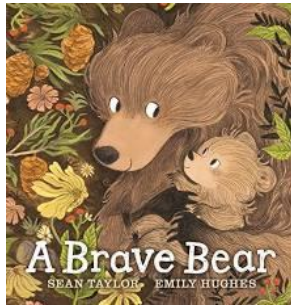
Year: Reception - Curriculum Map: 2024-25

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Question:</b>	How do you feel?	Are we all the same?	How I can be healthy?	Why do we need rules?	How can I be a good friend?	What makes me unique?
<b>PSED</b>	<ul style="list-style-type: none"> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand how another child might be feeling.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>Know that they are important.</li> <li>Build good relationships with others.</li> <li>Show that they have a 'can do' approach to a task.</li> <li>Control their feelings with others and when on their own.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>Be able to dress, go to the toilet by themselves.</li> <li>Know about healthy food choices and why they are important.</li> <li>Listen to the teacher even when they are completing an activity.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and regulate their behaviour by themselves.</li> <li>Work and play co-operatively.</li> <li>Take turns</li> <li>Explain why we need rules and know what is right and wrong.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>Work to a 'goal' and learn to wait for what they want.</li> <li>Follow many instructions to complete an activity.</li> <li>Form positive friendships with others</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>Show that they care about the feelings of others.</li> <li>Be confident to try new activities.</li> <li>to complete tasks by themselves and persevere if faced with a challenge.</li> </ul> <p align="center"><b>A Journey in Love (Summer 2)</b></p> <p><b>How are we special and unique?</b></p>
<b>Physical Development</b>	<p>Children will continue to build on previous learning and:</p> <p><b>Introduction to PE</b></p> <ul style="list-style-type: none"> <li>moving safely</li> <li>running</li> <li>jumping</li> <li>throwing</li> <li>catching</li> <li>following a path</li> <li>rolling</li> </ul> <ul style="list-style-type: none"> <li>Show which hand to write with.</li> <li>Choose the correct object for a specific job eg find a spade to dig with.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <p><b>Fundamentals for PE</b></p> <ul style="list-style-type: none"> <li>balancing</li> <li>running</li> <li>jumping</li> <li>changing direction</li> <li>hopping</li> <li>travelling</li> <li>galloping</li> <li>skipping</li> <li>sliding</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <p><b>Gymnastics 1</b></p> <ul style="list-style-type: none"> <li>shapes</li> <li>balances</li> <li>jumps</li> <li>rocking</li> <li>rolling</li> <li>travelling</li> </ul> <p><b>Ball skills</b></p> <ul style="list-style-type: none"> <li>rolling a ball</li> <li>stopping a rolling ball</li> <li>throwing at a target</li> <li>bouncing a ball</li> <li>dribbling a ball</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>Use scissors, paintbrushes and cutlery correctly.</li> </ul> <p><b>Gymnastics 2</b></p> <ul style="list-style-type: none"> <li>Shapes</li> <li>balances</li> <li>jump</li> <li>rock and roll</li> <li>barrel roll</li> <li>straight roll</li> <li>progressions of a forward roll</li> <li>travelling</li> </ul> <p><b>Ball skills 2</b></p>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively using a tripod grip.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>travelling</li> <li>copying and performing actions</li> <li>co-ordination</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>Running</li> <li>Balancing</li> <li>changing direction</li> <li>striking a ball</li> <li>throwing</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>Begin to draw pictures with care and attention to some detail.</li> </ul> <p><b>Dance 2</b></p> <ul style="list-style-type: none"> <li>Travelling</li> <li>copying and performing actions</li> <li>balance</li> <li>co-ordination</li> </ul> <p><b>Games 2</b></p> <ul style="list-style-type: none"> <li>Running</li> <li>changing direction</li> <li>striking a ball</li> </ul>

	<ul style="list-style-type: none"> <li>• Start to eat independently.</li> <li>• Become more independent with caring for themselves, using the toilet, washing and drying their hands, brushing their teeth.</li> </ul>	<ul style="list-style-type: none"> <li>• To line up and queue with others.</li> </ul>	<p>with feet</p> <ul style="list-style-type: none"> <li>• kicking a ball</li> </ul> <ul style="list-style-type: none"> <li>• To know and talk about wellbeing.</li> <li>• To talk about road safety, good screen time routine, healthy eating habits in positive ways.</li> <li>• To participate in regular exercise.</li> <li>• To achieve good posture when writing at a table or sitting on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>• rolling a ball</li> <li>• tracking a ball</li> <li>• throwing at a target</li> <li>• bouncing a ball</li> <li>• dribbling a ball with feet</li> <li>• kicking a ball</li> </ul>		
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<b>Comm and Language</b>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary</li> </ul>	<b>Children will continue to build on previous learning and:</b> <ul style="list-style-type: none"> <li>• Say their ideas in sentences.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Learn rhymes, poems and songs.</li> </ul>	<b>Children will continue to build on previous learning and:</b> <ul style="list-style-type: none"> <li>• Describe an event in detail.</li> <li>• Be part of storytime and make relevant comments.</li> <li>• Use new vocabulary in different context.</li> <li>• Retell a story in their own words.</li> </ul>	<b>Children will continue to build on previous learning and:</b> <ul style="list-style-type: none"> <li>• Join in with 1:1 discussions, giving their own ideas.</li> <li>• Explain why things might have happened in a story.</li> <li>• Have a conversation with an adult and/or another child</li> </ul>	<b>Children will continue to build on previous learning and:</b> <ul style="list-style-type: none"> <li>• Join in with small group discussions</li> <li>• Speak about their experiences using full sentences.</li> <li>• Correctly use past, present and future tenses with some support.</li> </ul>	<b>Children will continue to build on previous learning and:</b> <ul style="list-style-type: none"> <li>• Join in with whole class discussions saying their own ideas.</li> <li>• Make comments about what they have heard and ask questions when they don't understand.</li> </ul>
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## Literacy



- Read individual letters by saying the sound correctly.
- Use some letter shapes when attempting to write.
- Write their name.
- Write some letters accurately.



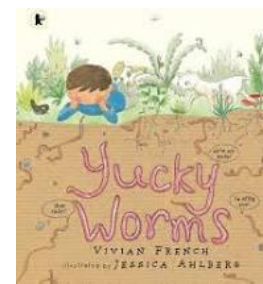
**Children will continue to build on previous learning and:**

- Blend sounds into words.
- Read short words made up of sounds they know.
- Read a few common words.
- Form lower case and capital letters correctly.
- Spell words by recognising the sounds and then writing the correct sound with letters.



**Children will continue to build on previous learning and:**

- Say a sound for each letter in the alphabet.
- Read simple phrase and sentences made up of words that include sounds they know.
- Show they understand a story by retelling it in their own words.
- Write short sentences using words with short sounds eg cvc words.
- Use a capital letter and full stop in their sentences.



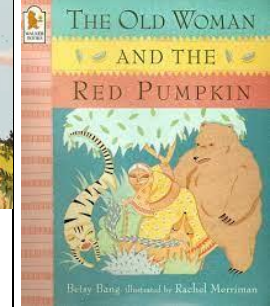
**Children will continue to build on previous learning and:**

- Read words using their use of sounds and blend them correctly.
- Write recognisable letters, most of which are correctly formed.
- Write simple phrases that can be read by others.
- Re-read what they have written to check that it makes sense.



**Children will continue to build on previous learning and:**

- Say the sounds for at least 10 digraphs. ( sounds which contain two letters eg sh,ai)
- Read aloud simple sentences using their phonic knowledge.
- Use and understand new vocabulary during discussions about stories.
- Spell words by identifying sounds in them and writing the correct letter to match the sound.
- Write simple phrases that can be read by others.



**Children will continue to build on previous learning and:**

- Read aloud simple sentences that include some common words.
- Predict the key events in the story.
- Write simple sentences that can be read by others.

<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Say numbers past 5.</li> <li>• Link numbers to groups of objects up to 5.</li> <li>• Show finger numbers up to 5.</li> <li>• Compare groups using 'more than' less than vocabulary.</li> <li>• Count objects accurately.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>• Count beyond 10.</li> <li>• Compare numbers</li> <li>• Understand one more than, one less than.</li> <li>• Explore numbers to 10.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>• Recall number bonds for numbers 0-10.</li> <li>• Recognise quantities without counting up to 5.</li> <li>• Choose shapes and explore how they can be turned to show different shapes.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>• Recognise quantities without counting the amount up to 10</li> <li>• Compare length, weight and capacity.</li> <li>• Continue a repeating pattern</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of numbers to 10</li> <li>• Recall number bonds to 5 including some subtraction facts.</li> <li>• Count beyond 20 recognising patterns.</li> <li>• Compare quantities up to 10 in different ways and say when one group is greater than, less than or the same.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>• Recall some number bonds to 10 including some double facts.</li> <li>• Explore number patterns within numbers to 10 including odd and even, double facts and how quantities can be shared.</li> </ul>
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<b>RE RED Directory</b>	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
<b>Understanding of the World</b>	<ul style="list-style-type: none"> <li>Name and describe people who are familiar to them.</li> <li>Compare characters from stories.</li> <li>Explore the natural world around them.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Comment on pictures of familiar situations in the past.</li> <li>Describe what they see, hear and feel when outside.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>Draw information from simple maps.</li> <li>Know some differences and similarities between different environments.</li> <li>Talk about the lives of people around them.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Describe their immediate environment.</li> <li>Understand changes in the world around them including seasons.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between different religions and cultural communities.</li> <li>Know some similarities and differences between things in the past and now.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>Explain some similarities and differences with life in other countries.</li> <li>Understand the past through settings, characters and events in books and storytelling.</li> </ul>

<b>EAD</b>	<ul style="list-style-type: none"> <li>Explore a variety of effects to express ideas and feelings.</li> <li>Listen attentively, move to and talk about music, saying what they feel.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>Sing in a group or on their own.</li> <li>Develop storyline in their play.</li> <li>Sing a range of well known rhymes and songs.</li> <li>Perform poems with others.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <p>Watch and talk about dance performance art saying what they like or dislike.</p> <p>Explore and engage in music making and dance, performing in different group sizes.</p> <ul style="list-style-type: none"> <li>Retell stories with others.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li><b>Safely use and explore materials,</b> experimenting with colour, design, texture form and function.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>Make props and materials when role playing.</li> <li>Perform songs and stories with others and try to move in time to the music.</li> </ul>	<p><b>Children will continue to build on previous learning and:</b></p> <ul style="list-style-type: none"> <li>Share their creations and explain how they made it.</li> </ul>
<b>ICT</b>	<ul style="list-style-type: none"> <li><b>We have confidence</b> To record sounds/voices and playback.</li> <li><b>We are successful</b> Take a photo of an achievement or special event.</li> </ul>	<ul style="list-style-type: none"> <li><b>We have feelings</b> To take a photo of an expression to show feelings.</li> <li><b>We are game players</b> To open a game on an app and say how to improve.</li> </ul>	<ul style="list-style-type: none"> <li><b>We can exercise</b> To take videos of different forms of exercise.</li> <li><b>We are healthy</b> Create a healthy eating plate by searching images on the internet.</li> </ul>	<ul style="list-style-type: none"> <li><b>We are creative</b> To draw an animal on an art app.</li> <li><b>We can count</b> To use a programmable robot to count steps.</li> </ul>	<ul style="list-style-type: none"> <li><b>We can blog</b> To contribute to a diary</li> <li><b>We are talkers</b> To use video clips to retell stories.</li> </ul>	<ul style="list-style-type: none"> <li><b>We are digital readers</b> To explore, read and discuss digital stories</li> <li><b>We are community members</b> To create a digital poster.</li> </ul>

**Yellow highlighting shows cross links between the EYFS Curriculum and RSHE**