Whole School Curriculum Map

(Reception)

We journey together: loving learning; daring to discover; caring for all; with Jesus as our guide.

With exception to Religious Education (R.E.) and computing, the children in Reception follow a different curriculum framework to the rest of the school. At the beginning of the academic year, they work towards achieving the criteria from 'Development Matters' in the autumn and spring terms, then moving onto the Early Learning Goals (ELGs) during the summer term.

Mathematics	**Autumn**	**Spring**	**Summer**
	Children in Reception – Development Matters		**Early Learning Goals (ELGs)**
Reception	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.		**Number** Have a deep understanding of Number to 10 including the composition of each number. Subitise (recognise quantities without Counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 and some number bonds to 10 including double numbers **Numerical Patterns** Verbally count to 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognise when one quantity is greater than, less than and the same as the other quantity

Communication and Language	**Autumn**	**Spring**	**Summer**
	Children in Reception – Development Matters		**Early Learning Goals (ELGs)**
Reception	Understand how to listen carefully and why listening is important Learn new vocabulary. Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail.		**Listening, Attention and Understanding** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversations when engaged in back-and-forth exchanges with their teacher and peers

	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	**Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate Express their ideas and feelings about their experiences using full sentences, including use of the past, present and future tenses and making the use of conjunctions, with modelling and support from the teacher

Literacy	**Autumn**	**Spring**	**Summer**
	Children in Reception – Development Matters		**Early Learning Goals (ELGs)**
Reception	**Literacy - Writing**		
	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.		Write recognisable letters, most of which are currently formed. Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others
	Literacy – Word Reading		
	Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		Say sounds for each letter in the alphabet and at least 10 diagraphs. Read words consistent with their phonic knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
	Literacy - Comprehension		
			Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play

Understanding the World	**Autumn**	**Spring**	**Summer**
	Children in Reception – Development Matters		**Early Learning Goals (ELGs)**
Reception	Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live Understand the effect of changing seasons on the natural world around them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		**The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants.

	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and change in the natural world around them, including the seasons and changing states of matter. **Past and Present** Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. **People, Culture and Communities** Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps. Know similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.

Physical Education (P.E.)	**Autumn**	**Spring**	**Summer**
Reception	**Introduction to PE: Unit 1** - I use movement skills with developing balance and co-ordination. - I can make independent choices. - I follow instructions involving several ideas or actions. - I can negotiate space safely with consideration for myself and others. - I can demonstrate balance. - I play co-operatively and take turns with others **Fundamentals: Unit 1** - I can negotiate space safely with consideration for myself and others. - I play games honestly with consideration of the rules. - I am confident to try new challenges. - I follow instructions involving several ideas or actions.	**Gymnastics: Unit 1** - I can negotiate space safely with consideration for myself and others. - I can confidently and safely use a range of large and small apparatus. - I can combine movements, selecting actions in response to the task and apparatus. - I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. - I follow instructions involving several ideas or actions. - I work co-operatively with others and take turns. - I am confident to try new challenges. **Games: Unit 1** - I can negotiate space safely with consideration for myself and others.	**Ball Skills: Unit 1** - I can negotiate space safely with consideration for myself and others. - I use ball skills with developing competence and accuracy. - I play co-operatively and take turns with others. - I can make independent choices. - I persevere when trying new challenges. - I play ball games with consideration of the rules. **Dance: Unit 2** - I can negotiate space safely with consideration for myself and others - I am confident to try new challenges and perform in front of others. - I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. - I follow instructions involving several ideas or actions.

	- I use movement skills with developing balance and co-ordination when playing games. - I play co-operatively, take turns and encourage others. **Introduction to PE: Unit 2** - I use movement skills with developing balance and co-ordination. - I can make independent choices. - I follow instructions involving several ideas or actions. - I can negotiate space safely with consideration for myself and others. - I play co-operatively and take turns with others. - I understand the rules and can explain why it is important to follow them. **Fundamentals: Unit 2** - I can negotiate space safely with consideration for myself and others. - I am confident to try new challenges, deciding on the skills I use to complete the task. - I use movement skills with developing balance and co-ordination. - I follow instructions involving several ideas or actions. - I play co-operatively, take turns and congratulate others. - I play games honestly with consideration of the rules. - I show an understanding of my feelings and can regulate my behaviour.	- I follow instructions involving several ideas or actions. - I play co-operatively, take turns and encourage others. - I use ball skills with developing competence and accuracy. - I use movement skills with developing balance and co-ordination. - I play games honestly with consideration of the rules. - I show an understanding of my feelings and can regulate my behaviour. **Gymnastics: Unit 2** - I can negotiate space safely with consideration for myself and others. - I can confidently and safely use a range of large and small apparatus. - I can combine movements, selecting actions in response to the task and apparatus. - I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. - I follow instructions involving several ideas or actions. - I work co-operatively with others and take turns. - I am confident to try new challenges. **Dance: Unit 1** - I can negotiate space safely with consideration for myself and others. - I am confident to try new challenges and perform in front of others. - I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. - I follow instructions involving several ideas or actions. - I can combine movements fluently, selecting actions in response to the task. - I show respect towards others when providing feedback	- I can combine movements fluently, selecting actions in response to the task. - I show respect towards others when providing feedback. **Games: Unit 2** - I use movement skills with developing balance and co-ordination. - I use ball skills with developing competence and accuracy. - I can negotiate space safely with consideration for myself and others. - I play co-operatively, take turns and encourage others. - I follow instructions involving several ideas or actions. - I play games honestly with consideration of the rules. - I show an understanding of my feelings and can regulate my behaviour. **Ball Skills: Unit 2** - I play co-operatively and take turns with others. - I use ball skills with developing competence and accuracy. - I persevere when trying new challenges. - I follow instructions involving several ideas or actions. - I can negotiate space safely with consideration for myself and others. - I play ball games with consideration of the rules.

Personal Social and Emotional Development	Autumn	Spring	Summer
	Children in Reception – Development Matters		**Early Learning Goals (ELGs)**
Reception	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs: • Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: • Regular physical activity • Healthy eating • Toothbrushing • Sensible amounts of 'screen time' • Having a good sleep routine • Being a safe pedestrian		**ELG: Self-Regulation** Show 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 the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **ELG: Building Relationships** Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs.

Expressive Art and Design	Autumn	Spring	Summer
	Children in Reception – Development Matters		**Early Learning Goals (ELGs)**
Reception	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Develop storylines in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.		**Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Religious Education (R.E.)	Autumn	Spring	Summer
Reception	**Creation and Covenant** I know that God made the world I know that God made me I know that God loves me and I am part of a family	**These statements were the ones from last year. With the New RED which is yet to be finalised, we are being given support from the diocese on a half-termly basis and therefore this will evolve throughout the year.**	**These statements were the ones from last year. With the New RED which is yet to be finalised, we are being given support from the diocese on a half-termly basis and therefore this will evolve throughout the year.**

	I know that we are invited to be part of God's family I know that we should look after ourselves and each other I know that we should look after Gods world. **Prophesy and Promise:** I know that Mary was chosen by God to be Jesus' mother Mary and Joseph travelled to Bethlehem Jesus was born in a stable and laid in a manger The shepherds visited Jesus in the stable Advent is a time to get ready for Christmas Jesus came for the whole world	**Celebrating** Some children will begin to **talk** about their own experiences and feelings about celebrations they have been part of and how the celebration was shared. Some children will begin to **wonder** about why people celebrate. Some children will begin to **wonder** about how they feel when they celebrate. Some children will begin to **recognise** the story of Mary and Joseph taking Jesus to the Temple. Some children will begin to **recognise** some of the elements and words used in Church celebrations. Some children will begin to **recognise** that the church/parish family celebrate in particular ways. **Gathering (Eucharist)** Some children will begin to **talk** about the times they have gathered together with others. Some children will begin to **talk** about how they felt. Some children will begin to say what they **wonder** about the enjoyment of being together. Some children will begin to **recognise** the story of Jesus with the children as a religious story. Some children will begin to **recognise** the phrases "The Lord be with you." "And with your spirit." Some children will begin to **recognise** the Lectern and know how it is used. Some children will begin to **recognise** how at Mass people gather to share the stories of God's love. Some children will begin to **talk about** their experience of visiting church and listening to God's word. **Growing** Some children will begin to **talk about** their own experience of 'growing'. Some children will begin to **talk about** how they feel about 'growing'. Some children will begin to say what they **wonder** about growing, themselves and in nature. Some children will begin to **recognise** the stories of Good Friday and Easter Sunday as religious stories. Some children will begin to **recognise** the Cross, the words of the Sign of the Cross and the Easter garden. Some children will begin to **recognise** that Christians try to 'grow more like Jesus' particularly during Lent. **Lent/Easter**	**Good News - Pentecost** Some children will begin to **talk about** how they feel when they have good news to share. Some children will begin to say what they **wonder** about the joy good news brings. Some children will begin to **talk about** how they feel when they hear Good News. Some children will begin to say what they **wonder** about Pentecost Day and the Holy Spirit. Some children will begin to **recognise** the Pentecost story as a religious story. Some children will begin to use and **recognise** religious words such as Pentecost, Good News, alleluia, Easter, Holy Spirit. Some children will begin to **recognise** that Christians are happy at Pentecost and go to church to celebrate the Good News. **Friends** Some children will begin to **talk** about their experiences and feelings about what a friend is. Some children will begin to **talk** about making friends and when friendships go wrong. Some children will begin to **wonder** about what makes people friends. Some children will begin to **recognise** that Christians show love for one another because Jesus asked them to do so. Some children will begin to **recognise** Jesus' rule for friends and his words 'love one another'. **Universal Church** Some children will **recognise** some words and phrases from the Psalms and **recognise** that people want to take care of the world and share with others because God said, "Take care of my world!" They will be able to say what they **wonder** about the world and how we can all work together to care for the world and will be able to **talk about** their own experiences of the world and what they love about our world. **Islam**

Computing	**Autumn**	**Spring**	**Summer**

Reception	***Project Evolve* – Health and Well-being** ***Understanding the World*** • Children to experience various forms of technology in the role play area of the classroom during the Autumn term. • Broken, working and unfamiliar technology should be presented to them. • Children build towards being able to use a specific piece of technology for a purpose eg. To record a video. ***Project Evolve* - Managing Online Information** ***Taking Photos*** • *Use the ipads to take photos.* • *Understand how to use the different camera's and change from one to the other.* *To be able to decide whether to use portrait or landscape images based on the picture content.*	***Project Evolve* – Online Relationships** ***Using Technology in the Classroom*** • *To understand how technology assists in learning in the classroom.* • *To look at a variety of technology that can assist learning in the classroom.* ***Project Evolve* – Privacy and Security** ***Coding – Beebots*** • *To be able to move the Beebots the correct number of squares forward.* • *To be able to rotate the Beebots 90°.* *To be able to program 2-3 instructions into the Beebots.*	***Project Evolve* – Online Bullying** ***Coding – Code Reading Tiles*** • *To be able to create simple codes using coding tiles.* • *To know a code is a set of instructions to make something work.* • *To be able to complete instructions.* • *To recognise if the instructions will not work.* • *To carry out my instructions using a Beebot.* ***Project Evolve* – Self-Image and Identity** ***Combining Images and Text*** • *To be able to select pictures of interest to me.* • *To be able to write sentences about the pictures.* • *To use my sounds carefully.* • *To overlap writing on top of pictures.* • *To create label lines to talk about parts of a picture.*