

# Reception Curriculum MAP 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title /Theme	I am Special	Traditional Tales and Fairy tales	Habitats	Grow with the Flow	I am Healthy	Under the sea
Role Play Area	Bakery	Castles and dragons	Café	Garden Centre	Dentist	Aquarium/ Beach
Key Text /Rhyme	<u>Little Red Hen (traditional Tale)</u> Heads, Shoulders, Knees and Toes Old Macdonald had a farm Mary had a little lamb	<u>The Enormous Turnip (traditional Tale)</u> You can do it! Monday's Child Ten Green bottles	<u>The Gruffalo</u> 1,2, 3,4, 5 Once I caught a fish alive I am a little teapot Sing a song of sixpence	<u>Jaspers Beanstalk</u> Mary, Mary quite contrary Old Mother Hubbard There was an old lady who swallowed a fly	<u>The Hungry Caterpillar</u> Incy Wincy Spider Miss Polly had a Dolly Pat- a – cake	<u>The Storm Whale by Benji Davies</u> Row Row, Row your boat One, two buckle my shoe A sailor went to sea, sea, sea
Learning Values	Respect	Resilience	Resourcefulness	Responsibility	Resilience/Reflection	Reasoning
SDG	Good Health and Wellbeing ③	Sustainable cities and communities ①①	Life on Land ①②	No Poverty ①	Zero Hunger ②	Life under Water ①④
Characteristics of Learning	<ul style="list-style-type: none"> <li>Active learning Being involved and concentrating *Maintaining focus on their activity for a period of time</li> <li>Creating and thinking critically *Enjoying and achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>Playing and Exploring *Finding out and exploring *Showing curiosity about objects, events and people</li> <li>Active learning *Being involved and concentrating *Maintaining focus on their activity for a period of time</li> </ul>	<ul style="list-style-type: none"> <li>Creating and thinking critically *Enjoying and achieving what they set out to do *showing satisfaction in meeting their own goals.</li> <li>Active learning *Showing high levels of energy, fascination *Not easily distracted *Paying attention to details</li> </ul>	<ul style="list-style-type: none"> <li>Playing and Exploring *Finding out and exploring *Showing curiosity about objects, events and people *Using senses to explore the world around them</li> <li>Creating and thinking critically *Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>	<ul style="list-style-type: none"> <li>Playing and Exploring *Finding out and exploring *Showing curiosity about objects, events and people *Engaging in open ended activities *showing patience</li> </ul>	<ul style="list-style-type: none"> <li>Creating and thinking critically *Being proud of how they accomplished something not just the end result. *Enjoying meeting challenges for their own sake rather than external rewards or praise.</li> </ul>
EYFS Early Writing	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly show increasing control and skill in using mark making implements</li> <li>Write some letters which are correctly formed</li> <li>Write all letters, most of which are correctly formed</li> <li>Hear and say the initial sounds in words</li> <li>Know which letters represent some of the sounds</li> </ul>	<ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>use their phonic/letter knowledge in their emergent writing</li> <li>spell simple CVC and common words</li> <li>write simple sentences</li> <li>short vowel sounds within words</li> <li>final sounds in words</li> <li>match letter sounds to letter shapes</li> <li>be able to orally blend sounds</li> <li>be able to segment sounds within words</li> </ul>	<ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense.</li> <li>Identify simple punctuation and understand their purpose</li> <li>Use simple punctuation in their writing</li> </ul>	<ul style="list-style-type: none"> <li>Children to form the complete sentence before writing.</li> <li>Children memorise the sentence before writing by saying it aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Children to write sentences when they have sufficient knowledge of letter-sound correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>Understand different purposes of writing ( invitations, lists, memos, cards, letters etc)</li> <li>Identify significant features of different purposes of writing</li> <li>Use significant features of different purposes of writing independently</li> <li>Write simple: <ul style="list-style-type: none"> <li>stories</li> <li>captions</li> <li>sentences and phrases</li> <li>lists</li> <li>instructions</li> <li>poems/rhymes</li> <li>non-fiction texts</li> </ul> </li> </ul>
EYFS Early Reading	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul>	<ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop story lines within play</li> <li>Retell familiar stories</li> <li>Identify characters in stories</li> <li>Identify the structure of stories</li> <li>Predict how the story may end</li> </ul>	<ul style="list-style-type: none"> <li>Change elements of familiar stories</li> <li>Create their own stories</li> <li>Begin to use words learnt through recent texts/topics/experiences in their self-initiated play and during discussions</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between fiction and non-fiction texts</li> <li>Use non-fiction texts to gain information ( i.e. brochures, leaflets, reference books, manuals etc)</li> <li>Understand how non-fiction texts are organised</li> </ul>
Outdoor Learning	<ul style="list-style-type: none"> <li>Check TWINKL Autumn Panning</li> </ul>	<ul style="list-style-type: none"> <li>Check TWINKL Autumn/ Winter</li> </ul>				
EYFS Early Maths	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including composition of each number</li> <li>Subitise (recognise quantities without counting) up to 5</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> </ul>		<ul style="list-style-type: none"> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> <li>Verbally count beyond 20, recognising the pattern of the counting system</li> </ul>		<ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>	
Golden Moments (Including Cob Oven and YINS café)	NSPCC Pants Parent cooking sessions	National School meals week Anti -Bullying week Beck Theatre Friendship week	Warren Park Pond in a Pot	Growing beds Ducks	Cooking Food Waste Odds Farm Trip Caterpillars Dentist visit/Dental nurse	Warren Park Sports Day Summer Fayre
Vocabulary and Language	Body parts, respect, colours, full name, confident, happy, sad, excited, worried etc, family, home.	Cook, make, bake, ingredients, instructions, equipment, independent, responsibility	Animals, environment, endangered, land, water, tree, mountain, forest, desert, fly, crawl, movement, habitat, home, reasoning.	Planting, growing, roots, petals, sustainability, rain water, soil, vegetables, fruit, food, poverty, resilience	Teeth, oral health, hygiene, exercise, health, hunger, resourcefulness	Sunshine, sun sun cream, under water, sea, beach, sea life, aquarium, fish, coral sea weed, rocks, pebble, horizon, resilience