Loatlands Primary School

Loatlands Primary School
Reception Curriculum Map

In planning and guiding what children learn, we reflect on the different rates at which our children are developing and adjust our practice appropriately. Our curriculum has been mapped out to show how most of our children will progress across their year in Reception. The following overview notes how adults will interact with children and how our environment will meet the needs of all learners. It also includes aspects of our curriculum which will be delivered through high quality adult direct teaching.

PRIME AREAS OF LEARNING

		AUTUMN TERM	SPRING TERM	SUMMER TERM
CL	**Listening, Attention and Understanding**	Listens to longer stories and able to recall large parts of the story	Listen to stories to build familiarity, understanding and increase vocabulary Sustained focus when listening to a story	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
	Speaking	Develops a wider range of songs Talks about feelings and mood Confident to shares experiences from home with the class (weekend news) Talks about their experiences of celebrations and shared experiences	Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions Describing events in detail using connectives Understands and uses question words such as what, where, who? Relate the stories they have listened in their lives and their role-play	Retelling stories with an increased knowledge of story language and vocabulary Make up their own stories with beginning, middle and end Able to talk about own abilities in positive way Make comments about what they have heard and ask questions to clarify their understanding Holding conversation in back and forth exchanges with adults and peers 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 when appropriate Sharing experiences from their lives using full sentences including use of past, present and future tenses
		Wellcomm interventions throughout the year and SALT support for any identified children Language rich environment, Engagement in stories, non-fiction, rhymes, singing, poems, etc. Focus on vocabulary and language structures: Conversations and talk at the centre of everything that we do		

Loatlands Primary School

Loatlands Primary School
Reception Curriculum Map

		AUTUMN TERM	SPRING TERM	SUMMER TERM
PSED – Links to PSHE	**Building Relationships**	Transition to Reception/Settling in Making new friends. Sharing, taking turns, being kind, etc. Forming positive relationships with new adults	Developing particular friendships Learning to work and play cooperatively. Able to find ways to resolve conflicts, asking adults for support when needed.	Showing sensitivity to others Transition to Year 1
	Managing Self	Sharing information about themselves, getting to know one another. Toileting/hand washing/putting on and zipping up coat Getting changed for Outdoor learning Developing their knowledge and ability to follow school routines, e.g. lining up, lunch times, etc. Personal safety: NSPCC: Pantasaurous highlighted throughout the year.	Perseverance and resilience through challenge set by adults Becoming a confident member of Loatlands School, exploring the school site, other classes/staff members. Understanding right and wrong: exploring this theme through stories and social stories Staying healthy: PE, physical activity, healthy eating, oral hygiene	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Staying healthy: sun safety, being a safe pedestrian
	Self-Regulation	Explore feelings through stories and opportunities to share and talk about their own feelings Shared class rules. Positive reinforcement Looking after our environment: Choose it, use it, put it away		
		Jigsaw scheme of works: Being me in the world, Celebrating Difference, Dreams and Goals, Healthy Me, Changing Me, Relationships		

Loatlands Primary School

Loatlands Primary School
Reception Curriculum Map

		AUTUMN TERM	SPRING TERM	SUMMER TERM
PD – Links with PE	**Gross Motor Skills**	Resources available throughout the year to support development of gross motor skills: Large scale construction – blocks, tyres, crates, etc. Bikes and scooters, Large scale outdoor sand, gravel pit, water, construction, mud kitchen - Spades/brushes/mops, etc. Climbing wall Climbing and balancing equipment Regular access to Trim trail Dance / moving to music. Adults to enhance/provide resources to support gross motor development, e.g. painting large scale, washing windows… Regular reminders about thorough handwashing and toileting.	As Autumn plus: PE Lessons to focus on particular skills, e.g. ball skills Games to develop ability to negotiate space and obstacles. Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music.	As Autumn and Spring plus: Accessing PE session that include use of PE equipment in Gymnastics, sport, etc. Forest School Sessions Taking part in Sports Day Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Demonstrate strength, balance and coordination when playing. Children able to sit at a table or on the floor using good posture.
	Fine Motor (FM) Skills	Developing their fine motor skills throughout the year using: Pencils, scissors, paintbrushes, cutlery, hole punch… Adults to enhance/provide resources to support fine motor development, e.g. tweezers and pompoms, threading, etc. Children use a dominant hand Pencil Grip – encourage tripod grip. Begin to form letters correctly.	As Autumn plus: Confidently and safely using a range of tools. Ability to use scissors effectively Able to use knife/fork/spoon independently Begin to hold a pencil correctly and use with increasing control Forms recognisable letters most correctly formed.	As Autumn and Spring plus: Begin to be able to use cutlery to cut up their own food. Uses small tools competently. Holds a pencil using a tripod grip and write with control and accuracy. Uses one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle

		Daily letter formation/Handwriting instruction Build things with smaller linking blocks, such as Duplo or Lego.	Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

Loatlands Primary School

Loatlands Primary School
Reception Curriculum Map

SPECIFIC AREAS OF LEARNING				
		AUTUMN TERM	**SPRING TERM**	**SUMMER TERM**
Literacy	**Comprehension**	Stories/texts to enhance/follow interests Understand the five key concepts about print Use vocabulary that is influenced by their experiences of stories. Talk about stories that they have heard read in increasing detail. Re-enact stories that they have heard in their play.	Stories/texts to enhance/follow interests Use vocabulary that is influenced by their experiences of stories. Describe main story settings, events and characters in increasing detail Re-enact and reinvent stories that they have heard in their play.	Stories/texts to enhance/follow interests Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading Describe main story settings, events and characters in increasing detail
	Word reading	Recognises familiar words and signs Common exception words: Red words Set 1 Read 16 Set 1 single-letter Sounds (Autumn 1) Read all 25 Set 1 single-letter sounds (Au2)	Common exception words: Red words Read all 25 Set 1 single-letter sounds Blend sounds to read words, Read short Ditty stories (Spring 1) Read 31 sounds (set 1 special friends) Read Red storybooks (Spring 2)	Common exception words: Red words Set 2 Read 35 sounds (4 double consonants) Read Green Storybooks (Summer 1) Read 41 sounds (first 6 set 2 sounds) Read Green storybooks
	Writing	Confidently write their own name Focus on letter formation Write simple words using their phonic knowledge Uses some of their print and letter knowledge to write letters, signs, lists.	Form lower case letters correctly Writes labels, captions, lists using their phonic knowledge	Forms lower case and upper case letters correctly Writes short sentences using their phonic knowledge Begins to use a capital letter and a full stop when writing sentences

				Re-read what they have written to check it makes sense

		AUTUMN TERM	SPRING TERM	SUMMER TERM
Mathematics	**Number**	Match and sort, compare amounts, representing amounts Composition of numbers to 5 Solve real world mathematical problems with numbers up to 5	Introducing zero Comparing/composition up to 10 Bonds to 5. Subitising	Deepening understanding of number/composition to 10 Subitise up to 5 Recall of number bonds to 5 Bonds to 10.
	Numerical patterns	One more/one less Link numerals and amounts up to 5. Count up to 10.	Count beyond 10 Compare numbers One more/one less	Count beyond 20 Ordering to 20 Compare quantities Doubling, halving and sharing Odds and evens Adding more/Taking away
	Shape, space and measure	Compare size, mass and capacity Exploring pattern Shape: 2D circles and triangles, shapes with 4 sides Positional language Time: daily routines, days, weeks, months, seasons, birthdays	Compare mass, capacity Making pairs Combining 2 groups Length, height, time. 3D shape Continue, copy and create repeating patterns	Compare weight and capacity Distance Exploring complex patterns

Loatlands Primary School

Loatlands Primary School
Reception Curriculum Map

		AUTUMN TERM	SPRING TERM	SUMMER TERM
UW	**People, culture and communities – links to RE/PSHE Geography**	Talk about members of their immediate family and community: children to share photographs in their Summer scrap books and talk about their family and friends. Becoming familiar with school community and our school site. Show interest in different occupations: invite members of the community into school to talk about different occupations, vets, paramedics, police, etc. Recognise that people have different beliefs and celebrate special times in different ways: Jigsaw RE scheme - What makes people special? What is Christmas? Diwali: Talk about the Festival of Light. Explore the religious holiday and the story of 'Rama and Sita'. Christmas: family traditions, 'Santa', Christianity Other Key Events: Halloween	Knowledge and awareness of different countries: look at world maps, globes, stories and photographs of places from Polar Regions. Recognise some similarities and differences between life in this country and life in other countries. Share experiences of travel/holidays Jigsaw RE scheme – Celebrations, Easter Lunar New Year: Explore traditions of Lunar New Year. Key events: Holi, Valentine's Day, Mother's Day, Pancake Day, Easter	Talk about where we live and our environment. Children know that they live in Desborough. Children know that we live in England. Jigsaw RE Scheme – What can we learn from stories? What makes places special? Key events: Father's Day
	The natural world – links to Geography Science	Explore the natural world around them and describe what they see, hear and feel whilst outside: Reception Outdoor Area Talk about animals.	Explore the natural world around them and describe what they see, hear and feel whilst outside: Reception Outdoor Area Exposure to maps of different kinds.	Explore the natural world around them and describe what they see, hear and feel whilst outside: Reception Outdoor Area, Field & Forest School

		Observe changing weather/seasons: Autumn	Observe changing weather/seasons: Winter/Spring Talk about plants, animals and other living things.	Observe changing weather/seasons: Summer Talk about plants, animals and other living things. Understands some important processes: Life cycles Talk about different physical features of the landscape – rivers, beaches, oceans Explore how we can look after our rivers and seas and the animals that live there.
	Past and present – links to History	Talk about familiar situations in the past using photographs as a stimulus. Remember and talk about past events and celebrations. Look at figures from the past using stories, photographs, videos. Key events: Bonfire Night, Remembrance Day	Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read. Remember and talk about past events and celebrations. Look at figures from the past using stories, photographs, videos.	Know some similarities and difference between things in the past and now, drawing on their experiences and what has been read. Remember and talk about past events and celebrations. Look at figures from the past using stories, photographs, videos.

Loatlands Primary School

Loatlands Primary School
Reception Curriculum Map

		AUTUMN TERM	SPRING TERM	SUMMER TERM
EAD – links to DT/ART/Music	**Creating with materials**	Explore, use and refine a variety of artistic effects to express their ideas and feelings: children will experiment with painting, printing, modelling, drawing. Children will explore colour through paint by using and mixing primary and secondary colours. Throughout the year the indoor and outdoor environment will be resourced with: Malleable materials, e.g. Playdough Station, Self-serve paint area , Workshop, Transient Art, Natural/real life objects to create/build/model, Small and large scale construction, Junk modelling, Resources to enhance/follow children's interests	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children will continue to build on their experiences of painting, printing, modelling, drawing, building, etc. Develop skills of cutting, measuring, joining and combining media. Make use of props and materials when role playing characters in narratives and stories: provision resourced with deconstructed role play resources, e.g. cardboard boxes, fabrics/materials, open ended dressing up, etc.	Confidently and safely use and explore a variety of materials, tools and techniques. Adults to model/teach skills that interest the children, e.g. sewing, fabric painting, etc. Continue to develop and become more confident with the skills acquired throughout the year.
	Being imaginative and expressive	Adults play alongside to model and enhance role play Domestic/home corner role play is developed/enhanced to follow interests/meet the needs of the current cohort. Role play resources are readily available in provision from open-ended resources to specific resources, e.g. doctor's role play. Adults will observe play and enhance where appropriate.	Deconstructed role play available for children to invent their own role play areas. Talk 4 writing Five sentence story structure Children learn and sing new songs as well as well-known nursery rhymes and songs. Provide children with opportunities to perform songs, e.g. Stay and Play.	Children are confident to invent their own role play narratives and are confident to ask for enhancements to meet the needs of their play. Children use their knowledge of stories to invent and develop their own role play using vocabulary influenced by those stories. Talk 4 writing Five sentence story structure Children are able to perform regularly as well as have access to watch a performance on the stage.

		Talk 4 writing Five sentence story structure introduced. Throughout the year: Outdoor Music station for children to explore sounds and engage in music making/singing		

PSHE	PE	RE	Geography	Science	History	Design and Technology	Art	Music