

## Heskin Pemberton's Reception Curriculum Map

Planning is based around half termly predicted interests. However, the learning opportunities provided to develop skills may change depending on the needs, prior experience and understanding of the children. Through a consultation process, the children gain ownership of what they would like to discover, enabling them to become highly engaged learners.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Predicted Interest	All about me Traditional Tales	Seasons & Celebrations Christmas	Space & Dinosaurs Chinese New Year	Under the Sea Easter	Minibeasts & New Life	Down on the Farm Healthy Bodies
Personal, Social & Emotional	Form good relationships and include others in play. Select own resources. Communicate and listen to peers. Aware of boundaries.	Explain own knowledge and ask questions. Take on responsibility. Become confident in social situations. Aware of others feelings.	Work as a group. Solve own problems. Confident to speak about own needs/opinions. Understand their actions affect others.	Take turns. Find compromise with peers. Express preferences with reasoning. Know some behaviour is unacceptable.	Include others ideas in their activity. Say when they do or don't need help. Adjust behaviour to different situations and adapt to a new routine.	Demonstrate sensitivity to other children. Form positive relationships with adults and peers. Understand and display appropriate behaviour.
Communication & Language	Develop listening skills. Follow simple instructions. Understand the uses of equipment/resources. Can talk about what has happened.	Listen with interest and respond to story refrains. Describe using prepositions. Follow two step instructions. Use 'and' 'because' in sentences. Use language to support role play.	Sit quietly during activity. Listen and then complete a task. Understand some humour. Ask questions. Use different tenses. Extend vocab and use new vocab during play.	Listen attentively in different situations. Follow a story without pictures or props. Use intonation. Link statements in an organised way.	Listen to stories and respond to questions. Listen and respond to peers ideas. Act on more complex instructions.	Respond appropriately to different situations. Express self using correct tense. Show awareness of listener needs. Create own narrative.
Physical Development	Move freely using space and speed. Draw lines and circles. Begin to use digital grasp. Understand own hunger/toilet/personal hygiene. Dress with some support.	Move in a variety of ways. Use scissors and other tools safely. Show a dominant hand. Make anticlockwise gross and fine movements. Dress independently.	Catch and throw a ball. Eat a variety of food. Attend to personal needs. Begin to use modified tripod grasp. Copy some letters.	Use equipment, jump and land safely. Manage own risk. Begin to form letters correctly. Demonstrate increasing control over objects.	Understand need for healthy diet. Use tools to effect changes to materials. Begin to use tripod grasp. Use safety measures without supervision.	Good gross and fine motor co-ordination and control. Talk about good health, diet and ways to stay safe. Form letters correctly and with increasing control.
Literacy	Understand rhythm. Look at books independently. Join in with repeated refrains. Make marks for meaning. Recognise own name. Begin to put sounds to letters.	Be aware of alliteration, initial sounds and rhyming strings. Aware of story structure. Blend sounds. Recognise some words. Begin to read VC, CVC words.	Predict story endings. Describe different elements of stories. Use storylines in role play. Use phonics to decode words and sentences. Write own name and simple captions. Read some TKW's.	Explore variety of fiction/non-fiction text. Begin to read words using digraph/trigraph sounds. Attempt to write simple sentences using phonics.	Read with understanding. Write some TKW's. Write sentences using variety of known sounds. Begin to read back what they have written.	Read with increasing confidence and pace. Write extended sentences which can be read by others using phonetically plausible sounds and some TKW's. Begin using capital letters and full stops.

<b>Mathematics</b>	<p>Use number in play. Recognise numerals 0-5. Select correct number of objects/actions 0-10. Use shapes in pictures and models. Begin to recognise repeating and symmetrical patterns.</p>	<p>Match objects to numerals 0-10. Represent number pictorially Understand addition using part-part-whole. Name 2D shapes. Use positional language. Create repeating patterns.</p>	<p>Count up to 20 objects. Partition numbers to 10 in different ways. Understand subtraction using part-part-whole. Describe 2D properties. Use ordinal language. Create symmetrical patterns.</p>	<p>Understand teens numbers as 10 and .... State 1 more/less to 10. Understand doubling. Order items by weight/length/capacity. Order time sequences including days of week, months of year.</p>	<p>Order numerals 0-20. Begin to record using numerals. Understand halving. Begin to read o'clock and half past. Recognise some coins and use money language. Name 3D shapes.</p>	<p>State 1 more/less to 20. Understand sharing. Begin to use mathematical symbols + - =. Use a number line for addition/subtraction. Describe 3D properties. Use knowledge of operations/processes to solve practical problems.</p>
<b>Understanding the World</b>	<p>Show interest in own lives and personal significance. Know what makes them similar or unique. Show an interest in different occupations. Comment about what they have seen in the world. Investigate ICT toys.</p>	<p>Recognise and describe special events. Understand differences in families. Ask questions to discover more about the world. Look at patterns and change in the environment. Use age appropriate software on the IWB.</p>	<p>Begin to explore other cultures. Make observations of objects and materials. Know that information can be selected from the internet. Complete a simple programme.</p>	<p>Begin to explore other ways of life/countries Use directional maps. Design own simple maps. Make observations of animals and places Understand simple concepts such as float, sink, freeze, melt. Use programmable toys.</p>	<p>Show concern for living things. Make observations of plants and animals. Understand growth and decay. Identify technology which is all around us and how it is used.</p>	<p>Know and talk about similarities/differences in environments, living things ways of life, materials. Begin to investigate scientifically concepts such as force, balance using practical materials and related vocabulary. Understand algorithms.</p>
<b>Expressive Arts and Design</b>	<p>Learn new songs. Explore instrument sounds. Make simple constructions. Use basic tools. Enact familiar role play.</p>	<p>Move rhythmically to music. Learn Nativity songs. Explore colour/texture. Tap out simple repeated patterns. Begin to explore unfamiliar role play.</p>	<p>Begin to copy a series of movements to music. Make up own songs. Select instruments to represent objects. Begin to construct with a purpose in mind. Build up role play with peers.</p>	<p>Make up own movements in response to music. Use instruments to represent feelings. Select a wider range of tools. Introduce a storyline into role play.</p>	<p>Begin to create own music using simple instruments beats and rhythms. Explore a range of textures. Adapt own work when constructing. Develop a narrative during role play.</p>	<p>Begin to create simple musical pieces in a group. Explore a wide variety of media and materials to express feelings and ideas Adapt and comment on own constructions. Develop a range of imaginative role play scenarios with peers.</p>