

In Reception children's progress is assessed as they develop across 7 areas of learning.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design.

Development of children's social skills, communication and physical development (the prime areas) all underpin their ability to progress in the specific areas of learning (Maths, Literacy, Understanding the World, Expressive Arts and Design). Children have a daily phonic session where they learn phonemes (the sounds the letters make) and link these to the graphemes (letters used to represent sounds). Children get opportunities to apply this knowledge in a variety of contexts helping them to become confident readers and writers by the end of the year. Children also get a daily Maths sessions that builds on accurate counting and reading of numerals, towards understanding addition and subtraction and solving problems. Children also get opportunities to use language of measure comparing shapes and objects, talking about size, weight and shape.

We teach through a topic based curriculum which is flexible according to children's needs and interests. Through the vehicle of the topic we ensure prime area skills are used and developed while children use their developing literacy and numeracy skills. Children are also encouraged and taught to show their understanding of their world making observations of people, families, cultures, nature and changes overtime. Children have opportunities to explore a range of technologies and choose when to use it in their learning. Throughout the year children express themselves throughout art, role play, story-telling, construction, music and dance.

Time in class is split between teacher led whole class teaching sessions, small focus activities e.g. reading in a group, and child initiated learning, where children they use their developing range of skills, choosing and accessing resources independently.

Curriculum Map for Reception

Theme	Personal, Social and Emotional	Communication and Language	Literacy	Mathematics	Understanding of the World	Physical Development	Expressive Arts and design	Events involving parents
Autumn 1 Ourselves Autumn and Harvest	Forming good relationships and including others in play i.e. sharing Selecting own resources Communicating with peers and listening Aware of boundaries	Can show some listening skills Follow simple instructions Understands the uses of the equipment Can talk about what has happened	Rhythmic activities Looking at books and joining in with refrains Making marks for meaning Listening Games, Rhyme and alliteration Begin learning Phase 2 'Letters and Sounds' alongside Jolly Phonics Learn to retell and act out 'The little Red Hen'	Use number in play Recognises numbers up to 5 and can count out the right number of objects/actions Uses shapes in pictures Counting songs, saying number names in order and securing 1 to 1 counting. Focus on a different number a week	Shows an interest in their lives and those of personal significance. Knows what makes them similar and unique Comments about what they have seen/discovered in the world Investigates toys that use ICT or have moving parts Discussing families, Looking at our own bodies and the effect of exercise Begin to visit and explore forest school Autumn walk - seasonal changes using our senses. Harvest festival Learn how to log on onto computer and control a mouse.	Moves freely using suitable spaces and speed Draws lines and circles Holding a pen correctly Understands their own needs hunger/toilet/personal hygiene Dresses with support Knows equipment needs to be used safely	Learning new songs Simple construction Using simple tools Familiar role play Portrait painting, using appropriate colours, making marks that represent something in a variety of media. Exploring sounds. Being imaginative in their play.	Parents in for Learn with their child-maths and phonics workshops Singing and LJ
Autumn 2 Fireworks Traditional Tales Christmas	Explains their own knowledge and asks questions. Takes on responsibility. Confident in different social situations Aware of others feelings Solving their own problems Working as a group	Listens with more interest and responds to stories with refrains. Can describe where something is with prepositions. Follows 2 step instructions Using and, and because, in sentences. Use language to support role play.	Being aware of alliteration-initial sounds- rhyming string Aware of the structure of stories Recognising some words Blending sounds Beginning to read simple words Wow words to describe fireworks - BANG POP! Etc. Sharing stories and talking about characters. Acting stories out and retelling them Hot seating characters from stories. Begin to apply phonics to attempt to write lists and labels Continue with Phase 2 phonemes and start Phase 3	Matching objects to numerals Starts to represent numbers Counting up to 10 and beyond Counting up to 10 objects Using positional language Uses shape in construction Creates patterns Matching numerals to objects Continue with number focus each week up to number 10. Begin to compare quantities and language associated with adding and subtracting e.g. more /less Begin to name and talk about the properties of 3D shapes	Recognises and describes special events and joining in with them They understand differences in different families Talks about how things work Knows how simple ICT works Uses age appropriate software. Why do we celebrate fireworks? Fire in forest school - safety fires - cooking on the fire, looking at changes to food when heated Learn and share around the Christmas story Talk about family customs and Christmas traditions Email Father Christmas as a class	Moves freely in a variety of different ways Uses scissors and other tools safely Show a dominant hand Makes anticlockwise movement Understands the need for varied and healthy food	Moving to music rhythmically, Exploring colour/texture to make pictures, Sounds of instruments Joining in with a wider variety of role play Firework art using a range of media Firework music Role play using character masks Learning songs and performing a Christmas production for an audience	Parents in for Fireworks arts and crafts

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<p>Spring 1</p> <p>Super heroes</p> <p>Chinese New Year</p>	<p>Finds compromise with peers</p> <p>Confident to speak about their own needs/opinions</p> <p>Understands their actions on others</p>	<p>Can sit quietly during an activity</p> <p>Can listen and then complete an activity.</p> <p>Understands some humour</p> <p>Asking questions</p> <p>Uses different tenses</p> <p>Extends vocabulary and uses new vocabulary in role play.</p>	<p>Predicting stories</p> <p>Describing different elements in stories</p> <p>Rhyming string</p> <p>Uses storylines in role play</p> <p>Uses phonics to decode</p> <p>Writing own name and captions</p> <p>Hot seating Superheroes</p> <p>Writing lists of Superheroes</p> <p>Continue with Phase 3 phonics</p> <p>Writing Chinese New Year wishes</p> <p>Start daily handwriting sessions</p>	<p>Starts to find totals by combining</p> <p>One more/one less up to 5 then 10</p> <p>Records work with their marks</p> <p>Describes shapes 2D and 3D</p> <p>Orders items by length/weight/capacity</p> <p>Orders time sequence</p> <p>Ordinal numbers</p>	<p>Knows that information can be selected from the computer</p> <p>Completes a simple program on the computer.</p> <p>Discussions about people who help us- visits from Paramedic and Police</p> <p>Read Chinese New Year story</p> <p>Discussions about Chinese New Year celebrations and life in China</p>	<p>Can stand on one foot</p> <p>Can catch a ball</p> <p>Can write some letters and copy their name</p> <p>Experiments moving in different ways on equipment and jumps landing safely</p> <p>Manages own risk assessment.</p> <p>Helps to put away equipment correctly</p>	<p>Repeated rhythms</p> <p>Movement to music</p> <p>Learning a wider variety of songs</p> <p>Constructing with purpose</p> <p>Expressive in art/drama/dance</p> <p>Designing and making a Superhero t-shirt using different media</p> <p>Painting Chinese symbols</p> <p>Chinese dragon dance and listening to Chinese music</p>	<p>Parents in to create Superhero t-shirts</p> <p>Family Learning sessions</p>
<p>Spring 2</p> <p>Space</p> <p>Dinosaurs</p> <p>Easter</p>	<p>Taking turns</p> <p>Expressing preference of activity with reasoning</p> <p>Knowing that some behaviour is unacceptable.</p>	<p>Listening attentively in different situations.</p> <p>Able to follow a story without pictures or props.</p> <p>Uses intonation</p> <p>Links statements in an organised way.</p>	<p>Using information books</p> <p>Reading and understanding simple sentences</p> <p>Attempting to write simple sentences using phonics</p> <p>Writing names of planets</p> <p>Using non-fiction books</p> <p>WOW words to describe dinosaurs</p> <p>Consolidate Phase 3 phonics and begin Phase 4</p> <p>Writing Easter cards</p> <p>Reading the Easter story</p>	<p>Estimating</p> <p>More/fewer language</p> <p>Subtraction in taking away</p> <p>Counting up to 20</p> <p>Ordering numbers to 20</p> <p>Use time and money</p> <p>language</p> <p>Patterns</p> <p>Language to do with size</p> <p>Comparing sizes</p> <p>Counting backwards</p> <p>Measuring dinosaurs and comparing sizes</p>	<p>Understands that children don't always enjoy the same thing</p> <p>Understands growth and decay</p> <p>Shows a concern for the living things</p> <p>Looks at patterns and change in the environment</p> <p>Understands that technology is all around us</p> <p>Discussions about Space.</p> <p>Looking at videos from the internet of astronauts on the International Space Station</p> <p>Describing the environment on the moon</p> <p>How do we know dinosaurs existed?</p> <p>Using various resources to find out about dinosaurs</p> <p>Looking at and describing fossils</p> <p>What did dinosaurs eat?</p> <p>Easter customs</p>	<p>Demonstrates increasing control over objects</p> <p>Used tools to change to materials</p> <p>Moving confidently</p> <p>Uses safety measures without direct supervision</p>	<p>Creating different textures</p> <p>Selecting a wider range of tools</p> <p>Introducing storylines to their role play</p> <p>Junk modelling space rockets</p> <p>Role play in Palaeontology lab</p> <p>Make an Easter card</p>	

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<p>Summer 1</p> <p>Living things-</p> <p>Plants</p> <p>jungle,</p> <p>mini-beasts,</p>	<p>Include others ideas in their activity. Can say when they need or don't need help. Adjust their behaviour to different situations and can adapt with a new routine.</p>	<p>Listens to stories and responds appropriately. Listens and responds to peers ideas Listen to more complex instructions Able to express themselves being aware of the listener</p>	<p>Demonstrating understanding of what they have read Writing irregular common words Writing sentences that they and others can read Writing names of flowers Writing instruction of how to plant a seed Labelling parts of a plant Retelling the story of Jack and the Beanstalk</p>	<p>Using mathematical language to create and solve mathematical problems One more one less without apparatus Subtraction- counting backwards Estimating Doubling Symmetry</p>	<p>Shows an interest in different occupation. Know about similarities/differences with environments/materials /living things/places Offering comments about plants and the environment Planting seeds Visit to Webb's Garden Centre Shows an interest in different occupations.</p>	<p>Good control and co-ordination in large and small movement Understand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe</p>	<p>Adapting work when necessary Develop a narrative Experimentation with different textures</p>	<p>Minibeast hunt</p>
<p>Summer 2</p> <p>Living things continued</p> <p>Aspirations Week</p>	<p>Demonstrate sensitivity to other children and form positive relationships with other children.</p>	<p>Responds appropriately to different situations Using tense correctly Create their own narratives.</p>	<p>Writing more sentences using phonetically plausible and knowing using some high frequency words Writing for different purposes Use non-fiction books to find information</p>	<p>Using a number line to count on and backwards to solve addition and subtraction problems Doubling and halving Mathematical language to describe 3D shapes Using distance language</p>	<p>Make observations of animals and plants and explain why some differences have occurred Talk about changes that have occurred Shows an interest in different occupations</p>	<p>Sports day and physical activities that are included within this using a variety of equipment.</p>	<p>Children creating their own songs and adding their own music Creating their own art pieces and explaining them Take part in pyramid music festival at the High School</p>	<p>Class assemblies</p> <p>Sports Day</p>

Topics are subject to change based on children's needs and interests