Curriculum Map - Reception - Cycle 1

	AUTUMN TERM	SPRING TERM	SUMMER TERM
VALUES & THEMES	Care/Respect Being Me in the World/ Celebrating Differences	Perseverance/Trust Dreams and goals/ Healthy Me	Friendship/Courage Dreams and goals/ Relationships/Changing Me
BRITISH VALUES	Rule of Law Individual Liberty	Tolerance Mutual Respect	Democracy Mutual Respect
PHONICS (RWI)/ ENGLISH	For Literacy we use the RWI Phonics scheme and a wide range of texts to support children's reading and comprehension. We select high quality texts to support our delivery of writing, in Reception this follows the principle of Drawing Club. In Reception we listen to stories, joining in with repeated refrains and answer questions about what we have heard or read. We enjoy learning nursery rhymes, poems and use story maps to retell stories using actions. In writing we start off by learning how to form single letters correctly using these to label initial sounds in pictures, write labels and captions and by the end of the year be able to write a sentence.		
MATHS We follow Mastering Number.	**Cardinality and Counting** subitise to 5, count to 10 **Comparison** compare numbers within 5 1 more, 1 less **Composition** of numbers to 5 **Shape, space and measure** talk about measure and pattern, identify circles and triangles, identify shapes with 4 sides	**Cardinality and Counting** subitise 6 and beyond, count to 20 **Comparison** double facts, first then and now stories **Composition** of numbers to 10, part, part, whole and inverse **Shape, space and measure** mass and capacity, length, height and time, 3D shapes	**Cardinality and Counting** recognise numerals and count beyond 20, identifying number patterns. **Comparison** odd and even numbers; compare quantities to 10 using greater than, less than and equal to. **Composition** recall number bonds to 5 and 10, including doubles.

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COMMUNICATION AND LANGUAGE Listening and attention Understanding Speaking	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, worships and weekly interventions Children learn to 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. They 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 is key to good communication and language skills.		
PHYISCAL DEVLEOPMENT Gross Motor Fine Motor	Physical development is a holistic approach that nurtures children's physical abilities, promotes a healthy lifestyle, and enhances their overall well-being. We take part in weekly Forest or Farm school sessions and go for walks within the local area at least once a term. Gross and Fine motor skills are developed through adult and child led activities throughout the year. Gross motor activities involve movements such as climbing, running, ball skills, completing an obstacle course and riding a bike Fine motor skills involve using small tools such as scissors, pencils for drawing and writing, threading, dough disco and doing up our zips on our coats.		
	PE Focus – Multi skills and Gymnastics **Balanceability**	**PE Focus – Dance and Ball skills**	**PE Focus – Team games and swimming**

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Self-Regulation

Managing Self Building

Relationships

(Jigsaw / My hAppy mind)

Self-Regulation

Throughout the year children will work towards simple goals, being able to wait 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.

* Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere

Managing Self

Throughout the year children learn to follow school expectations and routines. They are taught to become more independent by looking after their belongings, managing their own basic hygiene and personal needs, getting themselves ready for learning, PE and outdoor learning.

Children build confidence to try new activities and experiences and can express and talk about their own feelings and the feelings of others.

Building Relationships

Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.

Being Me in My World

Children learn how they fit into their class, school and wider community.

Celebrating Differences

Children learn about bullying and how to treat others kindly.

Dreams and Goals

Children learn how to overcome challenges and understand the importance of effort and teamwork.

Healthy Me

Children learn about Physical health, healthy choices, exercise and keeping safe.

Relationships

Focusses on building positive relationships with family, friends and others.

Changing Me

Children learn about life changes, emotions linked to change and age appropriate understanding of their bodies and development.

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UNDERSTANDING THE WORLD Past and Present People and Communities The Natural World	**Past and Present** Children will talk about their own families, recognising that all families are different. They will explore where they live and think about where we are located in our world. Children will look at how they have changed over time from a baby. **People, Culture and Communities** **The Natural World** Children will explore the world around them experiencing the changing seasons. Children will learn about hibernation and nocturnal animals. . **Festivals and celebrations:** Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events: Bonfire Night, Remembrance Sunday, Christmas, Diwali.	**Past and Present** Children will explore different job roles around us and people who help us at home and in the community. They will explore farming in the past Comparing old and new farm machinery **People, Culture and Communities** Maps of the farmyard and developing maps of the local area. **The Natural World** Children will explore the world around them experiencing the changing seasons. Melting ice experiments. Non- fiction arctic environment and animals. Comparing the Arctic to their local environment Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. **Festivals and celebrations:** Chinese New Year, : Pancake Day Easter Mother's Day	**Past and Present** Children will talk about their own families, recognising that all families are different. They will explore where they live and think about where we are located in our world. Children will look at how they have changed over time from a baby. **People, Culture and Communities** **The Natural World** Children will explore the world around them experiencing the changing seasons. Children will learn about hibernation and nocturnal animals. . **Festivals and celebrations:** Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events: Bonfire Night, Remembrance Sunday, Christmas, Diwali.

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EXPRESSIVE ARTS AND DESIGN Creating with Materials Being imaginative and Expressive	**Creating with Materials:** Children will learn how to hold tools correctly for drawing, painting, cutting etc. They will explore colour mixing and abstract art. **Being Imaginative and Expressive:** Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play	**Creating with Materials:** Children will learn how to hold tools correctly. They will explore clay, use vocabulary to describe how it feels and mould to make simple sculptures. They will use their sketchbooks to sketch things that they see in nature. **Being Imaginative and Expressive:** Singing songs and learning some familiar songs – Winter songs.	**Creating with Materials:** Children will continue to learn how to use tools safely and correctly. They will explore pattern and create patterns using a pencil and experiment with printing. **Being Imaginative and Expressive:** Singing songs and learning some familiar songs –
CONTINUOUS PROVISION	In Reception, play is a very important part of your child's development and most learning will be introduced through a mixture of carefully planned play and adult – led focused activities. Children are taught how to use the resources in their classroom so that they can access them successfully when they are in Discovery Time (free play) Our classroom is set up for Continuous Provision this describes all of the provision areas that are set up for your child to use every day. Within these areas there are a core range of resources that children can use all of the time, throughout the year. This set up allows children to follow their interests and express their ideas.		
OUTDOOR LEARNING (ECO & SUSTAINABILITY)	Walks around the village including Litter Pick See our enrichment curriculum		