

# Our Lady and St Anne's Curriculum Map Reception



	Autumn		Spring		Summer	
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>Starting school</li> <li>Class rules and routines</li> <li>Build new relationships with peers and staff.</li> <li>Learn about our emotions using the zones of regulation.</li> <li>Talk about immediate family using photographs.</li> <li>Beginning to discuss similarities and differences.</li> <li>Talking about likes and dislikes.</li> <li>Begin to understand waiting and turn taking.</li> </ul>	<ul style="list-style-type: none"> <li>Showing empathy and concern.</li> <li>Share experiences with others.</li> <li>Try new experiences and display confidence when talking about why an activity went well.</li> <li>To begin to understand that we cannot always get our own way or be chosen for every activity.</li> <li>Learning that actions have consequences</li> <li>Continuing to use the zones of regulation to communicate feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Show considerations about the needs and ideas of others.</li> <li>Introduce the school's steps to success as more formal school rules.</li> <li>To begin to understand the need for compromise.</li> <li>Inviting others into games and understand the need to wait for your turn.</li> <li>Able to talk about similarities and differences.</li> <li>Shows sensitivity to the needs of others.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet.</li> </ul>	<ul style="list-style-type: none"> <li>To have strong relationships with peers and staff</li> <li>Show considerations about the needs and ideas of others.</li> <li>Inviting others into games and playing fairly.</li> <li>To understand that we can not always get our own way.</li> <li>Begin to tolerate waiting.</li> <li>Understanding the importance of healthy food choices/ getting enough sleep and brushing teeth.</li> </ul>	<ul style="list-style-type: none"> <li>Understands the points of views of others.</li> <li>Begins to resolves conflict with peers without adult intervention.</li> <li>Start to practice the skills of negotiation and compromise.</li> <li>Talk about the school's steps to success and how they keep us safe in school.</li> <li>Confident to talk about plans and changes</li> <li>Starting to take risks in learning.</li> </ul>	<ul style="list-style-type: none"> <li>Changes- how have I changed over time?</li> <li>Model positive behaviour and highlight exemplary behaviour.</li> <li>What is kind behaviour?</li> <li>Transition Activities</li> <li>Able to articulate wants and needs.</li> <li>Confident to choose resources and persevere.</li> <li>Work and play cooperatively and take turns with others.</li> </ul>
<b>Ten Ten Modules</b>	I Am Me Heads, Shoulders, Knees and Toes. Ready Teddy	I like, You Like, We all Like! Good Feelings, Bad Feelings Let's Get Real Growing Up	Role Model Who's Who? You've got a friend in me Forever Friends	Safe Inside and Out My Body, My Rules Feeling Poorly People Who Help Us	God is Love Loving God, Loving Others	Me, You, Us
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Children talk about experiences that are familiar to them.</li> <li>Understand why listening is important.</li> <li>How do we show good listening?</li> <li>Follow simple instructions.</li> <li>Develop social phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Using new vocabulary</li> <li>Develop story Language</li> <li>Following one to two step instructions</li> <li>Listening and responding to stories</li> </ul>	<ul style="list-style-type: none"> <li>Using Language Well</li> <li>Ask's how and why questions</li> <li>Retelling a story with story language</li> <li>Makes up their own stories</li> </ul>	<ul style="list-style-type: none"> <li>Describing events in detail- using time connectives.</li> <li>Sustained focus when listening to a story.</li> <li>Use a picture card to talk about an object.</li> </ul>	<ul style="list-style-type: none"> <li>Can articulate conversation with increasing detail, ideas, feelings, and events.</li> <li>Uses a range of connectives when talking.</li> </ul>	<ul style="list-style-type: none"> <li>Express ideas and feelings about experiences using full sentences, including the use of past, present and future tenses.</li> </ul>

	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Listen carefully to rhymes and songs,</li> <li>Engage in story times by joining in and answering simple questions.</li> <li>Engage in simple back-and-forth exchanges with their teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Taking part in discussions</li> <li>Children are using language in pretend play.</li> <li>To begin to express how they are feeling.</li> <li>Children gain confidence in talking to adults.</li> <li>To make simple observations about the world around them e.g. it is sunny</li> </ul>	<ul style="list-style-type: none"> <li>Describe events with details</li> <li>Listen and talk about stories to build familiarity and understanding.</li> <li>Learn rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to find out more and check they understood what has been said to them.</li> <li>Expand on their experiences of stories and rhymes.</li> <li>Begin to make predictions, explaining simply why they think this.</li> </ul>	<ul style="list-style-type: none"> <li>To make more detailed observations about the world around them, using their knowledge to say why this might be happening.</li> <li>Reading books aloud to children that will extend their knowledge of the world illustrate the current topic.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in story times by predicting what might happen next and by referring to the text to answer questions.</li> <li>Child can adapt language to different social situations.</li> <li>Children can apply learnt vocabulary to new situations.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Squiggle While you Wiggle to develop pre-writing strength.</li> <li>Revise and refine the fundamental movement skills they have already acquired.</li> <li>Begin to develop good posture when sitting at a table or sitting on the floor.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop pencil control using a dominant hand.</li> <li>Develop the skills needed to manage the school day successfully: lining up, queuing and sitting on the carpet.</li> <li>Develop a range of ball skills e.g. throwing, catching, kicking, passing.</li> <li>Begin to use scissors confidently</li> <li>Use a range of small tools, including tweezers, paintbrushes and cutlery.</li> <li>Putting on own coat and fastening it. Put on own hat and mittens.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with physical education sessions</li> <li>Gaining confidence in forming letters correctly.</li> <li>Practising fastening buttons.</li> <li>Children should be using tripod grasp when holding a pencil.</li> <li>To use cutlery to eat independently.</li> </ul>	<ul style="list-style-type: none"> <li>Children should be forming most letters correctly.</li> <li>Children to draw showing more care and accuracy.</li> <li>Using scissors skilfully to cut along a straight-line.</li> <li>Build with small connecting blocks like Lego.</li> <li>To show good posture when sitting on the carpet, at desks and in the dining room.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop pencil grip and letter formation.</li> <li>Use one hand consistently for fine motor tasks.</li> <li>Start to colour inside the lines of a picture.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Use cutlery to cut food independently.</li> </ul>	<ul style="list-style-type: none"> <li>Can form letters correctly.</li> <li>Draw recognisable pictures.</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> </ul>
<b>RE</b>	<p>Myself - God knows and loves each one of us</p> <p>Welcome - Baptism: a welcome to God's family</p>		<p>Celebration - People celebrate in church</p> <p>Gathering - Parish family gathers to celebrate</p> <p>Growing - Looking forward to Easter</p>		<p>Good News - Passing on the Good News of Jesus.</p> <p>Friends - Friends of Jesus</p>	

	Birthday - Understanding Advent. Looking forward to Jesus' birthday.			Our World - God's Wonderful World Other Faith -Islam		
<b>Literacy - Writing</b>	<ul style="list-style-type: none"> <li>lots of opportunity to mark make for different purposes.</li> <li>encouraged to use initial sounds as labelling.</li> <li>Identify and practice writing their name.</li> </ul>	<ul style="list-style-type: none"> <li>Practice writing their names as well as using initial sounds</li> <li>Begin to write letters in sequence, segmenting and blending CVC words.</li> <li>Label book characters.</li> <li>To create their own story maps</li> <li>To write simple invitations/cards</li> <li>Begin to use a sound mat to find sound/letter correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>Write letters in sequence, segmenting and blending CVC words.</li> <li>Write simple captions that contain high frequency words I, the, go, you,</li> <li>Write own name.</li> </ul>	<ul style="list-style-type: none"> <li>Write letters in sequence, segmenting and blending CVC words including learnt digraphs/trigraphs.</li> <li>Write captions and simple sentences.</li> <li>Confidently use a sound mat to find sound/letter correspondence.</li> <li>Begin to use high frequency words I, the, go, you, he, she and we in writing.</li> </ul>	<ul style="list-style-type: none"> <li>Write things such as labels, captions and simple sentences that can be read by themselves and others.</li> <li>Show more independence in writing sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to form lower case letters.</li> <li>Begin to use some capital letters and full stops.</li> <li>To begin to use 'and' to join simple sentences.</li> </ul>
<b>Literacy - Reading</b>	<ul style="list-style-type: none"> <li>Joining in with rhymes, showing an interest in repeated refrains.</li> <li>Sequencing familiar stories.</li> <li>Engage in conversations about stories.</li> </ul>	<ul style="list-style-type: none"> <li>Retelling stories through role play.</li> <li>Using story maps to retell a story.</li> <li>Looking at Non-Fiction texts.</li> <li>Learning how to sequence a story- using beginning, middle, end.</li> <li>Starting to orally blend sounds into words.</li> </ul>	<ul style="list-style-type: none"> <li>Making up stories using themselves as the main character.</li> <li>Encourage children to record their story using pictures/drawings and mark making.</li> <li>Explain the main parts of a story in more detail.</li> <li>Read simple phrases using known sounds. Read some common exception words linked to Phonics Programme.</li> </ul>	<ul style="list-style-type: none"> <li>Retelling a story with actions and picture prompts in small groups.</li> <li>Rereading stories to grow confidence in word reading.</li> <li>Focus on Traditional tales - can the children spot links or themes between stories.</li> </ul>	<ul style="list-style-type: none"> <li>Children can make predictions and can respond to what they have heard in stories.</li> <li>Can they draw pictures of characters/events/settings?</li> <li>Children will be able to sort non-fiction and fiction texts</li> <li>Children understand the difference between non-fiction and fiction and that non-fiction texts give us facts.</li> </ul>	<ul style="list-style-type: none"> <li>Child can talk about the different parts of a story they have heard or one that they have read themselves.</li> <li>Looking at stories from other cultures and traditions.</li> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> </ul>
<b>Phonics RWI</b>	<ul style="list-style-type: none"> <li>Learn single letter sounds - Set 1 Speed sounds and oral blending (Fred Talk)</li> </ul>	<ul style="list-style-type: none"> <li>Once a few sounds are known children start blending them to read</li> </ul>	<ul style="list-style-type: none"> <li>Learn set 1 special friends</li> <li>Children start to use "Fred Fingers" to spell</li> </ul>	<ul style="list-style-type: none"> <li>Children progress to reading "Ditties".</li> <li>Introduce children to set 2(i) sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce/recap on set 2 sounds</li> <li>RWI storybooks (Red) matched to their level,</li> </ul>	<ul style="list-style-type: none"> <li>Introduce set 3 sounds</li> <li>RWI storybooks (Green) matched to their level,</li> </ul>

	<ul style="list-style-type: none"> <li>Children learn to write letters using mnemonics words by pinching sounds.</li> </ul>	<ul style="list-style-type: none"> <li>words (e.g., mad, sat, sad)</li> <li>Children start to use "Fred Fingers" to spell simple words</li> </ul>	<ul style="list-style-type: none"> <li>simple words using all set 1 sounds.</li> </ul>		<ul style="list-style-type: none"> <li>focusing on fluency and comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>focusing on fluency and comprehension.</li> </ul>
<p><b>Maths</b></p> <p><b>NCETM Mastering Number</b></p>	<ul style="list-style-type: none"> <li>Identify when a set can be subitised and when counting is needed</li> <li>subitise different arrangements</li> <li>make different arrangements of numbers within 5</li> <li>spot smaller numbers 'hiding' inside larger numbers.</li> <li>Connect quantities and numbers to finger patterns</li> <li>Explore different ways of representing numbers on their fingers</li> </ul> <p>SSM</p> <ul style="list-style-type: none"> <li>Measures and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Hear and join in with the counting sequence, and connect this to the 'staircase' pattern.</li> <li>Develop counting skills and cardinality</li> <li>To be accurate in counting, develop 1:1 correspondence</li> <li>Compare sets of objects by matching</li> <li>Begin to develop the language of 'whole' and 'Part'.</li> </ul> <p>SSM</p> <ul style="list-style-type: none"> <li>2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Develop subitising skills for numbers within and beyond 5</li> <li>Begin to identify missing parts for numbers within 5</li> <li>Automatically recall number bonds up to 5.</li> <li>Explore the structure of the numbers 6 and 7 as '5 and a bit'</li> <li>Focus on equal and unequal groups when comparing numbers.</li> </ul> <p>SSM</p> <ul style="list-style-type: none"> <li>Length and Height</li> </ul>	<ul style="list-style-type: none"> <li>Understand that two equal groups are 'doubles'</li> <li>Sort odd and even numbers according to their 'shape'</li> <li>Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>Order numbers</li> <li>Join in with verbal counts beyond 20.</li> </ul> <p>SSM</p> <ul style="list-style-type: none"> <li>3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Count larger sets as well as counting actions and sounds</li> <li>Explore a range of representations of numbers</li> <li>Compare quantities using more and fewer</li> <li>Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> </ul> <p>SSM</p> <ul style="list-style-type: none"> <li>Mass and Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>Continue to identify when sets can be subitised and when counting is necessary</li> <li>Develop conceptual subitising skills.</li> </ul> <p>SSM</p> <ul style="list-style-type: none"> <li>Measures and patterns</li> </ul>
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>Identifying family. Commenting on photos of their family, naming family members</li> <li>Talk about exciting things that they do with their family.</li> <li>Read stories about families and start to tell the difference between real and fiction.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Understand the effect of Autumn. How does the world around them change?</li> <li>Recognise that people have different beliefs and celebrate</li> </ul>	<ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>Look at maps and create simple maps themselves.</li> <li>Can talk about what they have done to</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> <li>Looking at Lent- the build up to Easter</li> <li>Look at non-fiction books to find out information about animals.</li> <li>Introduce Traditional tales to the children explaining why these stories differ.</li> <li>Share the different versions of fairy stories from different countries.</li> </ul>	<ul style="list-style-type: none"> <li>Name the parts of plants and understand how we can help them grow.</li> <li>Looking at the life cycle of different plants and animals using story.</li> <li>Plant seeds and look after plants.</li> <li>Talk about animals and their babies.</li> <li>Understand the effect of Spring. How does the world around them change?</li> <li>Looking at Easter Traditions</li> </ul>	<ul style="list-style-type: none"> <li>Looking at different modes of transport and how they are used.</li> <li>How have toys /transport changed over time.</li> <li>How has our world changed in Summer Time?</li> <li>To discuss how things have changed from the past.</li> <li>Comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Create simple maps, using treasure maps as a stimulus.</li> <li>To look at an African Village way of life using Handa's Surprise as stimuli.</li> <li>Learn about some African animals. How do they compare to animals on the farm?</li> <li>To try the exotic fruit from the story. Discuss likes and dislikes and decide on a favourite.</li> <li>Explain some similarities and differences between life in</li> </ul>

	special times in different ways. (Judaism Focus)	celebrate with their families during Christmas. <ul style="list-style-type: none"> <li>How do Christians celebrate Christmas?</li> </ul>	<ul style="list-style-type: none"> <li>Understand the effect of Winter. How does the world around them change?</li> </ul>			this country and life in other countries
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>Role Play Opportunities including Small World Play.</li> <li>Join in with songs including call and response songs. Build models using a range of different materials.</li> <li>Create self and family portraits</li> <li>Children encouraged to make creations in construction area.</li> <li>Explore how sounds can be changed and developed Practice tapping out simple rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> <li>Sand Art and Natural Pictures- Andrew Goldsworthy inspiration</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Explore and engage in music-making and dance, performing solo or in groups.</li> <li>Make use of props and materials when role-playing characters in narratives and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and create using different materials e.g. collage/paint/chalk.</li> <li>Introduce real life drawing to the children using flowers for spring.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Experiment with colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Perform songs, rhymes, poems and stories with others, and try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>Sing nursery rhymes and songs from other countries or cultures.</li> <li>Learn about and recreate African patterns.</li> </ul>

For more detailed plans including topic breakdowns, please see individual subject road maps on school website.