

Reception Curriculum Map 2023-2024

Key Themes	Pete the cat Rocking in my school shoes	Our World We're going to find a Monster	Dear Zoo	Little Daisy and Traditional tales	Pirates The Night Pirates	Minibeasts The very Hungry Caterpillar
R.E.	Myself Welcome	Hinduism Birthdays	Celebrating Gathering Growing	Good News Friends	Judaism Our World	
English – reading comprehension	Showing basic comprehension of a storyline and answering relevant questions. Draw a person with all body parts. Know the characters and setting in all books they read. Name basic body parts	To be able to describe specific characters and settings within a story, using basic clues from the text. Answers questions who, what and where. And how do you know?	Recount the story using their own words. Finding facts about animals and recall them. Answer how and why questions.	Adapting stories, predicting sequences and alternative endings based upon the story line.	To be able to talk about what the story tells us about the character – e.g. Are they kind? And how do know? How are they feeling. Begin to use inference. Understand who, what, why, where and how questions.	ELG :Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary; - Anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems; - Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Aspirational end point: To be able to confidently show understanding of a story – create own stories based upon their knowledge of what they have read throughout the year
English – word reading Book Levels Little Wandle phonics	Week 3 start Phase 2 phonics Sounds taught- S,a,t,p,l,n,m,d,g,o, c,ck,e,u,r,h,b ,f,ff,l,ll,ss Tricky words: is I, the reading books.	Secure on phase 2 books. Phase 3 books Sounds taught- J,v,w,x,y,z,zz,qu, ch,sh,th,ng, nk, , air,ure, er Blending and segmenting simple CVC words to read Tricky words: put, full, full, as, and, has, his, her, into, Go, no, to, she push, of, we, me, be,	Phase 3 reading books sounds taught ai,ee,igh oa oo,ar or,ur,ow,oi,ear, Tricky words: was push, you, they, my, by, all, are. Sure, pure, push	Revisit digraphs and trigraphs in phase 3 . Read and write sentences containing this sounds. Tricky words All words learnt previously.	Phase 4 reading books Revisit digraphs and trigraphs in phase 3. Read and write sentences containing this sounds. Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Secure at phase 4 phonics and reading books. ELG: Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words
English – writing	Holding writing equipment using the correct grip. Write their own name using the school script. Forming familiar letters correctly. Give verbal meaning to the marks they have made. Write VC words	Write CVC words with correctly formed letters.	Writing simple sentences using VC and CVC words to include a capital letter at the start and finger spaces.	All sentences to include full stop, capital letter and finger spaces. To introduce different sentence starters.	Start to introduce simple conjunctions to extend writing and adjectives.	ELG: Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. Aspirational end point: To write clear and coherent sentences with correctly formed letters and most high frequency words are spelt accurately, which include – Capital letters, full stops, finger spaces, familiar conjunction, early punctuation and adjectives.

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Maths Number Following the White Rose Maths Scheme	Getting to you Match, sort and compare different sets of objects. Talk about measure and patterns, Baseline assessments and getting to know the children	Subitise and cardinal number 123 Its me Representing and comparing numbers 1,2,3 Using vocabulary 'more' 'less' 'the same' Light and Dark Representing and comparing numbers 4,5,6 Using vocabulary 'more' 'less' 'the same'.	Alive in 5 Composition of 5. Number bonds to 5. Adding and subtracting numbers to 5. Growing 7,8,9	Building 9 and 9 Representing and comparing numbers 9, 10 Comparing numbers within 10. Consolidation	To 20 and beyond Matching and ordering numbers 1-20. First, then, now Adding, subtracting numbers. Finding missing numbers to add and subtract	ELG: Understand numbers to 10, linking names of numbers, numerals, their value, and their position in the counting order; - Subitise (recognise quantities without counting) up to 5; - Automatically recall number bonds for numbers for 10, including corresponding partitioning facts Automatically recall double facts up to 5+5; - Explore patterns of numbers within numbers up to 10, including evens and odds Find my pattern Doubling numbers 1-10. Odd and even numbers On the move Problem solving using addition and subtraction facts with number 1-20
Shape, Space and measure. Following the White Rose Maths Scheme	Just like me: Compare and sort objects relating to size, length, weight and capacity	Explore 2D and shapes and name them circles, triangles. squares and rectangles. Extend mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'	Comparing weights and capacity. Using vocabulary 'heavier' 'lighter' 'full' 'empty' 'how many'	Explore 3D shapes name sphere, cylinder, cone, cuboid Explore pattern as simple ABAB pattern and a ABBABBABBA	Consolidating learning on 2D shapes. Using Tangrams. Making shapes with squares.	Making maps and using bee bots Consolidation of pattern.
Understanding of the world	Talk about their friends and family- the customs and routines they have at home. Talk about special times in their lives. Talk about the similarities and differences with theirs and others friends and family. Talk about the features of their immediate environment and how different environments vary from one another.		Talk about why things happen and how. Know that we celebrate things in different ways and are sensitive to others.	Talk about the features of their environment and how environments may differ. Talk about why things happen and how things work	Make observations of animals, plants and explain why some things occur and talk about change. Recall some important narratives, characters and figures from the past encountered in books read in class. Explain some similarities and differences between life in this country and life in other counties, drawing on knowledge from stories, non-fiction texts and – when appropriate maps. Know we live in Croydon and Croydon is in England	
Expressive, Arts and Design.	Build a repertoire of songs and making music. Explore –mixing colours -Aut 2 mixed secondary colours. Construct with a purpose in mind. Make up dances and use music and dance to express themselves. Manipulate materials for a planned effect. Select resources and adapt work where necessary. Express themselves through music, dance and painting. Choose particular colours for a purpose. Introduce a storyline into their play. Plays with others as part of a group to act out a story. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.					
P.E.	Agility, Balance and coordination	Ball skills -sending and receiving	Gymnastics	Dance	Swimming Awareness – Team Games	Swimming Athletics