

Curriculum Map Reception 2017-2018

Book Focus	Pete the Cat and his school shoes	Little Daisy and Story Telling	Dear Zoo	The Train Ride	The Hungry Caterpillar	Pirates / Water
R.E.	Myself Welcome	Judaism Birthdays	Celebrating	Gathering	Growing	Good News Friends Hinduism Our World
English	<p><i>Recap Phase 1 and Begin Phase 2 Letters and sounds.</i> Children to be on Magenta then Pink reading levels. Listen and respond to others. Ask and answer questions. To know Pete the cat, rocking in his school shoes , Pete the cat with his four groovy buttons, 'Little Daisy' and one other Traditional Tale by heart. Listening to rhymes. Identify and create a rhyming and alliterative string. Orally blend and segment cvc words. To hear say and write the initial sounds in words. Use story language in role play. Create own stories. Use pictures to tell a story. Write name in school script'</p>		<p><i>Complete Phase 2 Letters and Sounds and begin Phase 3.</i> Children move through book bands when needed. Blend and read cvc words and read a simple sentence. Read some common irregular words. Begin to read fiction, poetry and non-fiction books. Express ideas. Use vocabulary 'then', 'and', 'because' to extend sentences. Read and write simple sentences and check it. Begin to create their own stories. Know 'Dear Zoo 'The Train Ride and The Magic Train Ride and by heart. Orally rehearse sentences prior to writing.</p>		<p><i>Complete phase 3 and Begin Phase 4 Letters and Sounds.</i> Use wider vocabulary and ask if unsure of what something means. Talk about the character and plot of a story. Develop some sight vocabulary and read a simple sentence fluently. Know The Hungry Caterpillar by heart. Read through work to check it. Write longer texts Genres – story, lists, label, caption, explanation, instructions.</p>	
Maths <i>Number</i>	Work with numbers to 10, Use numbers to match a set of objects. Say one more and one less with numbers to 10.		Work with numbers to 15.Using practical resources solve simple calculations. Use a numbers line to jump on and back to find one more and less		Work with numbers to 20 Begin to read and solve simple written calculations. Recognise 1p, 2p, 5p, 10p, 20, 50p, £1, £2 coins. Find a total of a set of coins.	
<i>Shape Space and Measure</i>	Create a two element pattern. Name, match and describe common 2D shapes. Compare the length and weight of 2 objects.		Name, match and describe 3D shapes. Use everyday language related to time- first, then, today, tomorrow, yesterday. Measure short periods of time in simple ways. [Consolidate work on shape and measure. Use language related to size, weight and position to solve simple mathematical problems.	
Understanding of the world <i>People and the world</i>	Talk about their friends and family- the customs and routines they have at home. Talk about special times in their lives. Talks about the similarities and differences with theirs and others friends and family.		Talk about why things happen and how. Know that we celebrate things in different ways and are sensitive to others.	Make observations of animals, plants and explain why some things occur and talk about change.	Talk about the features of their environment and how environments may differ.	Talk about the past and present events in their lives.
<i>Technology</i>	To know how to operate simple equipment. Can complete a simple program on the computer. Know that we can retrieve information from computers. They select and use technology for a particular purpose.					
Expressive Art and Design <i>Exploring materials</i>	Build a repertoire of songs and making music. Explore –mixing 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.					
<i>Being imaginative</i>	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.					
Music	Voices: use expressively, creatively; sing, speak chants/rhymes. Play instruments musically. Listen to high quality music. Experiment/create music					
P.E.	Master basic movements & apply in range of activities. Team Games – develop attack and defence tactics. Perform patterned dance. Swimming & water safety					