

Reception Curriculum Map.



The Orchard Child is..

Confident and Mature	Positive	Articulate	Independent	Co-operative	Enthusiastic	Responsible	Respectful	Healthy	Resilient
----------------------	----------	------------	-------------	--------------	--------------	-------------	------------	---------	-----------

Subjects	Autumn 1 Ourselves	Autumn 2 Family	Spring 1 Traditional Tales	Spring 2 Dinosaurs	Summer 1 Sea-life and mini beasts	Summer 2 Growing
English	To listen to stories and talk about reading Phonics – Learn GPCs and Tricky words	Nursery rhymes and poems Listen to a range of stories based on family and friends – role play	Listen to and read traditional tales – character, plot and settings, predictions and moral of the story Blending Phase 3 sounds Spell unfamiliar words using Phase 2 & 3 phonics	Read simple phrases and sentences Form lower case letters correctly Write simple words and captions using phonic knowledge	Phase 3&4 phonics – reading and spelling words with digraphs and tri-graphs Listen to stories on same theme. Write / tell own story about Tiddler / Billy / Superworm	Draw and label plants Instruction writing – plant a seed Listen and join in with rhyming poems Create a rhyming string / write a list of rhyming words Write a postcard to family and friends
Communication and Language • Listening • Attention • Respond • Understanding • Speaking	Listening during carpet time, play and busy time Talk about own interests Share ideas and feelings Role play using props	Talk about family, routines and meals Describe families, festivals and significant events in their lives	Recreate roles using newly learnt words and language – imagine and recreate roles and situations in role play. Use talk to explain thinking and solve problems Explain how things work and what might happen	Use well-formed sentences to articulate ideas and thoughts. Engage with non-fiction books e.g. recipe books, information about dinosaurs and transport Connect one idea or action to another using a range of connectives	Respond with relevant comments, questions or actions. Follow instructions with several ideas or actions. To be able to answer how and why questions. Listen and respond to other people's ideas. To follow an oral story (no book/ pictures) Use a range of tenses	Use intonation, rhyme and phrasing to make meaning clear Ask questions about why things happen – e.g. who, what when where, how To give explanations about why things happen. Use talk to organise sequence and clarify thinking, ideas, feeling and events Show awareness of listeners needs when speaking. Develop won narratives by connecting ideas or events

<p>PSED</p> <ul style="list-style-type: none"> • Express feelings • Manage behaviour • Self-awareness • Independence • Collaboration • Building relationships 	<p>To begin to learn and understand school rules Develop their ability to take turns and share</p>	<p>Learning vocabulary related to emotions and feelings. Looking at similarities and differences between families and friends.</p>	<p>Role play and circle time – How to help a friend. To learn about respect for self and others To explain their knowledge and understanding and ask appropriate questions of others.</p>	<p>To learn to find a compromise – solve problems in social situations. To identify the moral of a story – tales and fables</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Building Relationships by working on joint projects. Learn the rules surrounding road safety, strangers.</p>	<p>Plays games with rules. To Wait their turn in games and learn that they will not always win. Finds out about inspirational sports people. Identifies ways in which to stay physically active. To Know the importance of healthy food choices for their bodies.</p>
<p>Maths</p>	<p>Count forwards and backwards starting from different numbers Able to find a small number from a larger group of objects Know the las number counted is the total of the group</p>	<p>To be able to notice patterns. Develop spatial vocabulary – e.g. in, on behind Name 2d and 3D shapes Develop subitizing skills</p>	<p>Count reliably from 1-10 as well as recognise and order numerals 1-10 Count out up to 10 objects from a larger group Subitizing – recognise small groups without having to count</p>	<p>Select correct numerals to represent 1-10 objects Count an irregular arrangement of up to 10 objects Use more and fewer in play activities Find the total number of tow groups 1 more / 1 less from a group of up to 10 objects Recall number bonds for numbers up to 5 Order two or more items by length, height, weight or capacity</p>	<p>Represent, compare, match, sort and compose with numbers beyond 10. Estimate and check by counting. Solve subtraction problems using counting objects. Order numbers to 20. Make and match arrangements with shapes Add by counting on Recall number bonds to 10</p>	<p>Doubling numbers Share quantities fairly. Identify odd and even numbers. Solve mathematical problems. Notice patterns in number and shape. Explore maps and use language of position.</p>
<p>Knowledge and understanding of the World</p>	<p>Familiarise with the school environment – classroom, playground etc. Draw families</p>	<p>Observe changes in the weather. Celebrate festivals Look back at photos of significant / special events in own lives.</p>	<p>Changes to trees and plants on nature walks. Discuss dinosaurs, their features and learn about fossils. Compare different clothing that is worn now vs the past.</p>	<p>Dinosaurs existed a long time ago and are now extinct. Dinosaur features and characteristics. Transport and how it has evolved over time – e.g. buses, fire appliances. People who help us. Teeth hygiene Simple maps – stories, classroom, playground</p>	<p>Why things happen and how things work. Different cultures, beliefs and celebrations – respect each other’s beliefs. Similarities and differences between themselves and others. Similarities and differences- places, objects, materials and living things</p>	<p>Patterns and change. Caring for living things and the environment. Explain changes in plants and animals. Similarities and differences Observe the natural world- what do they see, hear and feel when outside. The environment and ways of life in other countries</p>

					Past and present – how we have grown since starting school.	
Physical development	Play games cooperatively	Use a range of equipment in PE lessons, the classroom and outside to develop fine and gross motor skills	Jumping sliding, rolling, moving over under and on apparatus. Shapes, jumps balances and rolls. Link simple movements in a sequence.	Moving to music Use a range of tools and equipment appropriately, accurately and safely – including drawing, painting, sewing, cutting Ball skills – aiming, dribbling, pushing, throwing, catching, patting or kicking	Develop games skills – pairs and groups	Throwing and catching, jumping, running, skipping. Working in teams Races
Creative Development	Use /experiment with a range of materials to represent self and families Colour mixing	Collage and models Music and songs	Explore different ways to join materials Shape, pattern and texture in materials Construction from range of materials Explore rhythms and sounds – percussion instruments	Time and tempo High and low sounds Listen to recorded and live music Singing	Collage – the world around us. Taking photographs Different artistic effects. Cut and join textiles Dance – solo and in groups.	Observational drawings Evaluate own work. Use a range of media. Perform to other groups of children. Evaluate the Performance of others