



# Stanley Primary School Curriculum map: Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves	Babies	Celebrations	Food	New Life	Life around us
<b>Communication and Language</b>	Learn names of staff and friends. Listen to stories. Follow instructions which have two parts. Describe their own experiences and answer questions about them. Speak in simple sentences. Beginning to use correct tense when speaking. Develop social phrases e.g. Good morning	Start a conversation with adults or friends. Begin to be able to listen in a range of situations. Listen and respond appropriately to stories. Use longer sentences when speaking. Uses correct tense when speaking. Use talk to organise their play. Learn songs by heart.	Start and continue a conversation with adults and friends. Talk about and answer questions about familiar stories. Recognise rhyme in stories. Begin to speak in well-formed sentences with some use of the correct tense and plurals when speaking.	Begin to use new vocabulary in conversations and play. Begin to understand the difference between fiction and non-fiction books. Retell familiar stories in their own words with some exact repetition. Begin to ask questions to check their own understanding.	Use extended vocabulary in conversations. Learn poems and rhymes by heart. Use non-fiction books to enhance knowledge and vocabulary. Ask questions of others during conversations. Speak in well-formed sentences.	Hold full conversations on a range of topics with adults and peers. Listen attentively and make relevant comments and ask questions about stories or during discussions. Make comments or ask questions of others to clarify their own understanding. Use past, present and future tenses when speaking.
	Throughout the year children will develop their vocabulary by learning new words linked to each area of study to include in discussions, their own play and conversations.					
<b>Personal, Social and Emotional</b>	Make new friends and begin to build relationships with new adults.	Begin to extend and elaborate play ideas.	Begin to build constructive and respectful	Play cooperatively with other children.	Form positive relationships with adults and peers.	Play cooperatively and take turns with others.

<p><b>development</b></p>	<p>Play with one or more other children. Select and use activities and resources. Begin to develop a sense of membership of a class. Begin to understand and follow rules around school with adult support when needed. Go to the toilet and wash hands and put on coats and shoes with support where needed.</p>	<p>Begin to develop appropriate ways of being assertive when needed. Begin to talk about feelings – happy, sad, angry, worried. Begin to share and take turns with resources and role play. Follow most rules without adult support and begin to understand why they are important. Go to the toilet and wash their hands independently.</p>	<p>relationships with adults and peers. Begin to express their own feelings appropriately. Begin to consider the feelings of others. Begin to understand that people like and do different things. Begin to talk with others to resolve conflicts.</p> <p>Make decisions about their own personal hygiene.</p>	<p>Begin to listen and support each other. Use descriptive vocabulary to express feelings. Begin to develop confidence in their own ability. Begin to moderate their own feelings and responses. Begin to understand that they can learn from mistakes. Begin to understand the importance of healthy food choices.</p>	<p>Be confident to try new activities and begin to work independently. Be able to wait for things they want. Understand the difference between right and wrong and follow the rules. Control their immediate impulses when needed. Understand the need to keep themselves safe in the sun.</p>	<p>Be sensitive to the feelings and needs of others. Think about the perspectives of others. Show resilience and perseverance when faced with challenges. Complete some activities independently. Able to explain why we have rules. Manage own personal and hygiene needs.</p>
<p><b>Physical Development</b></p>	<p>Develop movement, balance and spatial awareness. Move in a variety of ways as part of a larger group. Skip, hop and balance on one leg. Use one handed tools such as scissors. Use a comfortable grip when holding pencils and crayons. Use a knife and fork</p>	<p>Take part in group activities such as chasing games. Match their physical skill to task e.g. how to travel along a plank. Go up steps or stairs using alternate feet. Select the appropriate equipment to carry out their own plan e.g. a spade to dig a hole.</p>	<p>Continue to develop movement skills. Continue to develop overall body strength and coordination with regular physical activity. Continue to develop strength and balance with use of bikes, prams, skateboards etc. Continue to develop core strength and</p>	<p>Develop a range of ball skills including throwing, catching and kicking. Develop body strength, balance, coordination and agility with use of large apparatus. Develop small motor skills to enable use of a range of tools including knives and peelers for cooking. Continue to develop</p>	<p>Develop confidence and accuracy with a variety of balls. Develop skills using a range of resources with which to bat, pat and hit a ball. Confidently and safely use a range of large and small apparatus. Introduce different types of dancing.</p>	<p>Negotiate space and obstacles safely, considering the safety of themselves and others when playing chasing or team games. Demonstrate body strength, balance and coordination in a range of activities. Play games and take part in races with</p>

	<p>Dresses and undresses with some support Shows some independence with personal care Develop skills to manage the school day e.g. lining up, mealtimes, personal space and good manners.</p>	<p>Collaborate with others to move larger pieces of equipment. Show a preference for a dominant hand. Develop correct letter formation. Develop drawing skills. Dresses and undresses and manages personal care with increasing independence.</p>	<p>stability by crawling and climbing. Develop good posture for writing. Continue to develop handwriting with correct letter formation and tripod grip if possible. Continue to develop drawing skills.</p>	<p>handwriting with correct letter formation and tripod grip if possible. Begin to understand about the importance of healthy eating, exercise and sleep.</p>	<p>Continue to develop handwriting with correct letter formation and tripod grip if possible. Begin to understand about road safety, and keeping safe in the sun.</p>	<p>teams and rules and or targets. Hold a pencil effectively and form letters correctly. Use a range of small tools. Draw with accuracy and care.</p>
<b>Literacy</b>	<p>Realise that print has meaning by recognising their own name and other well-known names or logos. Hear rhymes in stories. Recognise initial sounds in words. Use knowledge of print and letters in own writing. Begin to write some letters accurately. Begin to recognise letter sounds following RWInc scheme. Enjoy a range of stories.</p>	<p>Learn about parts of a book – book language, author, illustrator and that text in English is written left to right and top to bottom. Write some or all of their name. Continue to recognise individual letter sounds Begin to blend letter sounds to read simple words Continue to learn to form letters correctly. Join in with familiar stories.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words for reading and writing simple words. Read a few 'red' (common exception) words Begin to recognise 'special friends' (sh, ch, th, ng, nk) Begin to write simple sentences using known letter sounds. Read simple ditties Recognise capital letters and match to lowercase. Begin to use vocabulary from</p>	<p>Begin to read simple sentences including some 'red' words. Read simple books and re-read to develop confidence and fluency. Spell simple words correctly using 'Fred Fingers' to rehearse the sounds. Continue to say and write simple sentences spelling some simple words correctly. Form lower case letters correctly. Begin to write capital letters correctly.</p>	<p>Read a range of phonically decodable books with an increasing range of letters and sounds. Read and write an increasing number of common exception words. Spell an increasing range of words using 'Fred Fingers'. Write short sentences leaving spaces between words. Begin to retell parts of</p>	<p>Read a range of phonetically decodable books with an increasing number of 'red' words in. Retell simple familiar stories. Use a range of vocabulary from stories and discussions in their own daily talk. Remember and write short sentences starting with a capital letter and ending with a full stop. Re-read what they have written</p>

			books in their own play.	Begin to anticipate what may happen in stories. Talk about their favourite story or book character.	familiar stories in their own words.	to check it makes sense.
<b>Mathematics</b>	<p>Introduce numbers to 5 Match numeral to the value Introduce concept of adding Begin to subitise amounts to 5 Count accurately saying one number for each item knowing the last number reached is the total. Introduce 2D shapes and begin to use mathematical language to describe their properties. Recognise a simple ABAB pattern</p>	<p>Continue to work with numbers to 5 Introduce numbers 6 - 10. Begin to understand 1 more and 1 less than a number to 10. Introduce the concept of subtraction. Begin to understand the composition of numbers to 5. Begin to understand and recall number bonds to 5. Begin to introduce odd and even numbers Continue to look at 2d shapes and use them appropriately. Recognise and continue a simple ABAB pattern. Begin to create own simple pattern</p>	<p>Continue to work with numbers 0-10. Recall number bonds to 5 Begin to find different ways of making numbers to 10. Use 10 frames to represent numbers Introduce part, part whole as means to understanding numbers. Continue to develop addition and subtraction skills using numbers within 10. Introduce numbers 11-15. Begin to introduce 3D shapes using mathematical language to describe properties Begin to create own more complex ABB, ABC pattern</p>	<p>Continue to work with numbers within 10 Recalling number bonds Subitising amounts to 10 Problem solving using a range of mathematical skills including addition, subtraction and missing numbers. Introduce 16-20 Continue to develop knowledge of number bonds of numbers to 10. Develop understanding of greater and less than. Develop the composition of numbers including doubles, partitioning and recombining numbers. Continue to name recognise 3D shapes.</p>	<p>Continue to work with numbers to 10 developing previously learnt skills at a greater depth. Begin to apply these skills to numbers beyond 10. Recite numbers to 20 and begin to use these in a range of activities. Begin to add single digit numbers together to make totals beyond 10. Continue to develop subtraction skills in a range of activities. Begin to record in a variety of ways using informal and formal ways including the use of some</p>	<p>Add and subtract using numbers to 10 and beyond.  Recognise shapes within other shapes and within the natural environment. Manipulate shape to develop spatial reasoning skills. Introduce coins to 20p and add to make totals. Begin to count beyond 20 Begin to identify patterns with 2 digit numbers by looking at 100 squares.</p>

					mathematical symbols. Introduce coins to 5p and add to make totals to 10	
<p>Maths lessons are based on Numberblocks following the NCETM scheme with links to White Rose Maths Throughout the year children will develop their understanding of time, size, weight, length and capacity in a variety of ways.</p>						
<b>Understanding the World</b>	<p>Talk about members of immediate family. Begin to make sense of own life story and family history. Show interest in different occupations Name and describe people who are familiar to them. <i>(people who help us?)</i> Children will find their way around school and identify familiar features on a simple map of the school</p>	<p>Find out about events and people from the past - school War day Story of Guy Fawkes. Compare and contrast ways of life Walk around the school grounds and discuss changes in the environment. Find out about light - different types of light, dark den, shadows. Children will begin to make sense of their own life story by looking and photographs of themselves and discussing how they have changed since they were born. Compare what they did/needed as a baby with what they can do now.</p>	<p>Introduce and discuss a range of celebrations beginning with familiar - Christmas, New Year, birthdays and continuing with less familiar - weddings and christenings. Find out about celebrations from other countries and cultures such as Chinese New Year. Compare similarities and differences between these celebrations - food, gifts, clothes Recognise that people celebrate special times in different ways.</p>	<p>Look at different types of food including vegetables, fruit and bread and discuss where it comes from? How it grows? Peel and chop fruit and vegetables. Make biscuits and bread - talk about differences between materials and changes they notice. Plant seeds to grow fruit and vegetables. Walk around school grounds and discuss changes in the environment. Compare their own environment to those where some fruits grow.</p>	<p>Explore the natural world. Talk about things they see, hear or feel whilst outside. Use investigation equipment to look for plants and creatures. Use of Gardening area and Mud kitchen Incubate and hatch eggs and watch the chicks development. Watch changes in tadpoles and caterpillars.</p>	<p>Look at maps of the local area and identify familiar features such as school, own address, local businesses. Draw a simple map of their route to school. Know about the lives/jobs of people around them. Look at transport used by people and compare with the past. Talk about things they have done during their first year in school.</p>

		Introduce and discuss Christmas story and its traditions.				
Throughout the year children will have the opportunity to observe the natural world and the weather and observe how the environment changes with each season – ice, sun, A range of books and stories will be used to support each area of study, and will be used to compare unfamiliar environments with their own when appropriate.						
<b>Expressive Arts and Design</b>	Take part in role play based on familiar experiences Make up stories using small world or construction materials based on their own experiences. Develop their own ideas and select resources to express them. Draw/paint a recognisable face with features. Explore colours and what happens when they mix them. Remember and join in with simple songs. Make up their own songs or adapt a song they are familiar with. Investigate a range of instruments.	Make imaginative 'small worlds' using construction kits or building blocks. Begin to develop ideas and stories with their friends. Begin to draw more detailed pictures of people and places. Develop colour mixing skills to make the colours they need. Build models collaboratively, sharing resources and ideas. Sing on their own or in a group matching the pitch and following the melody when learning christmas nativity songs. Use a range of materials and skills to make christmas cards and decorations.	Use a range of materials to make creations to enhance 'celebrations' role play. Make up roleplay activities around celebrations discussed in class. Listen to and discuss the music and dance used in different celebrations from around the world. Children will use instruments to accompany the music. Learn Chinese New Year song 'Gung Hey fat Choi'. Use a range of resources to make decorations for the celebrations discussed in class, including Chinese dragon head for dragon dancing.	Use a range of media to make pretend food, selecting appropriate resources to complete their creations. Use painting skills to paint recognisable pictures of fruit and vegetables. Use resources to roleplay a range of shop and food experiences. Watch a live theatre performance from a visiting group during Book Week. Continue to develop repertoire of songs and provide opportunities for children to perform in class.	Children will be introduced to a variety of styles of dance by watching recordings of live performances and have the opportunity to copy and create their own dances. Make their own dances to music. Replicate dances they have learnt to pop songs or traditional dances. Children will be encouraged to notice features in the natural world and discuss what they see, feel and smell.	Use skills acquired throughout the year to make models and explain how they have made them. Use a range of media and techniques in their own creations. Make and use props and materials for roleplay activities Make up stories or adapt familiar ones to support their play. Move in time to music and respond to changes in the beat. Perform songs or poems with others.

<p>Throughout the year children have daily access to the creative area of the classroom and continually update their artistic and modelling skills with support from adults and peers. The children will have access to the music area of the classroom and throughout the year will be introduced to different kinds of music</p>						
<p><b>Parental Involvement</b></p>	<p>New parents open day - curriculum based Seesaw to be introduced and used throughout the year. Parents are encouraged to add observations from home and comment on notifications sent from school.</p>	<p>Christmas parents activity day Christmas nativity play</p>	<p>Chinese New Year parents activity day</p>		<p>parents invited into classroom to see development of chicks</p>	<p>Sports Fun day</p>