



Reception Curriculum Map: Topic and Subject Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Celebrations Around The World	My place In The World	Animal Habitats	Fabulous Food	Oh, I do like to be beside the Seaside
Lines of Enquiry/ Critical Thinking Questions	<p>Who am I, where do I live? Belonging to Stanley School and our community. Who helps us at home, school and in our community?</p> <p>What similarities and differences are there between me and my friends/parents & extended family</p> <p>Describe features and characteristics of them and important people to them</p> <p>Where was I born?</p> <p>How do we take care of ourselves?</p> <p>What is similar and different in this photo (baby photos)</p>	<p>Where do we live? Explore our Country and others around the world.</p> <p>What are Autumn traditions?</p> <p>What is a celebration and how do people celebrate?</p> <p>What are our favourite occasions to celebrate at this time of year?</p> <p>What is a Religion?</p> <p>How are we different and how should we respect each other?</p> <p>What makes us unique?</p>	<p>Can you talk about different occupations?</p> <p>Who helps us at home, school and in our local town?</p> <p>What are the similarities and differences between those people?</p> <p>Which Countries were we born in? Locate them on a map.</p> <p>How can we care for our environment?</p> <p>When and how can we help others around us?</p>	<p>What is a habitat? On land, underground, in the ocean.</p> <p>Why do animals live in different habitats? Compare similarities and differences</p> <p>What animals live on a farm/ zoo, and in hot/cold countries?</p> <p>Where do other animals and insects live?</p> <p>How do animals keep themselves safe?</p> <p>Why should we care for animals in our environment?</p>	<p>Where does our food come from?</p> <p>What food is grown in our Country? What foods are grown in other hotter countries?</p> <p>How do fruits and vegetables grow?</p> <p>How does food travel to different places?</p> <p>Name and talk about healthy and unhealthy food/diet.</p> <p>How can we look after our bodies?</p>	<p>What are Seaside holidays and why are they so popular?</p> <p>Where is the Seaside located and what are tourists?</p> <p>What are the similarities and differences at the seaside now and in the past?</p> <p>What are landmarks?</p> <p>What are the attractions in Blackpool? Talk about favourite ones.</p> <p>How does our beach compare with beaches in other countries?</p>

Knowledge and Concepts	Ourselfs, our families and our home	Name occasions and how we celebrate them.	Where do we live, our Country, the Capital City and our Leader – The King.	Life cycle of worms, butterflies and frogs.	Farm animals and their young.	Name and talk about where we live.
	Naming and describing similarities between people	Value and respect each other's differences	Naming different countries in the world and talking about similarities and differences	Name baby to adult animals, explore changes	Describe immediate environment from observation, discussion, stories and maps (animals, insects and habitats)	Locate where we live on a map. Name different ways to travel and identify familiar routes on a map.
	Family history and understand and explain changes between the past and present	Understanding the change in Seasons	Differences and similarities between people who help us	Exploring and describing immediate environments from observation, discussion, stories and maps.	Healthy and Unhealthy food	Name and describe differences between out town and other places around the world
	Ourselfs, family and local community	The Christmas Story	New Years Resolutions			
	How I change and grow over time					
	Feelings and emotions					
Exploring Seasons (ongoing focus)	<p>Explore the Seasons and Seasonal Changes</p> <p>Record daily: What is the weather like today? Build vocabulary to describe different types of common weather in each season. Discuss seasons and how they change throughout the year.</p>					
Core Texts	The Colour Monster	Usborne: Festivals	Great Explorer	Superworm	Handa's surprise	The Naughty Bus
Read and re-read to encourage repetition of phrases and participation in books	The Colour Monster Goes To School	Room on the Broom	Whatever Next – Jill Murphy	We're going on a Bear Hunt	The Hungry Caterpillar	My Granny Went to Market
	All are welcome - Alexandra Penfold	The Squirrels Who Squabbled	My Granny Went to Market	Giraffes Can't Dance	The Gingerbread Man	The Snail and the Whale
	Ruby's Worry – Tom Percival	The Jolly Postman	The Colour Monster Doctor	The Bad Tempered Ladybird	Supertato	What the Ladybird Heard At The Seaside
	I Love My Hair by Anastasia Tarpley	Nativity Story	PWHU Non fiction books	Somebody Swallowed Stanley by Sarah Roberts.	Mr Wolfs pancakes	Sharing a Shell
	The Rainbow Fish	Owl Babies	We're Going on a Bear Hunt	We're Going On An Egg Hunt	Chocolate Cake - Michael Rosen	You can't have an elephant on a bus
		Stickman			The Tiger Who Came To Tea	

Visitors/Trips Experiences	Mum and Baby visit	Father Christmas	PWHU visits (fire service, policeman, cook, lollypop person, builder, nurse etc)	Caterpillar Set Zoo to you - fundraising	Farm Visit Dentist/Dental nurse visit	Beach visit Attraction in Blackpool trip
Key Dates and Global Awareness Days Celebrations	Harvest Sukkot Blackpool Illuminations European Language Day	Halloween Divali - Remembrance Day History Day Bonfire Night Children In Need Christmas	Chinese New Year -	Ramadan Pancake Day St Patricks Day Mother's Day World Book Week Easter Sunday British Science Week Red Nose Day	St Georges Day Oral Health Month	Father's Day Sun Safety
Parental Links and Involvement	Induction 1:1 Meetings Progress meetings with parents/carers	Christmas Production Christmas Fair Phonics workshop Parents Stay and Play activities	Parent Stay and Play activities Maths Workshop	Progress meetings with parents/carers	Parent Stay and Play activities - Book and Biscuit	Sports Day
	Prime Areas					
Communication and Language	<p>The development of children's spoken language underpins all seven areas of learning and development and includes daily examples such as:</p> <ul style="list-style-type: none"> ● Promoting children's back-and-forth interactions to form the foundations for language and cognitive development. ● Adults listen closely to what children are saying and use this as a basis to develop conversations throughout the day in a language-rich environment. ● Adults in the setting 'thinking out loud', commenting on what children are interested in or doing, modelling new language and speaking with clarity and coherence, echoing back what they say and rephrasing building on it by adding new vocabulary. ● Reading frequently to children as a whole class, small group and individually, engaging them actively in stories, non-fiction, rhymes and poems. ● Exposing children to new vocabulary and providing them with extensive opportunities to use and embed these new words in a range of contexts. 					

	<ul style="list-style-type: none"> Adults will encourage children to share their ideas with support and modelling, and by using sensitive questioning that invites them to elaborate, answer questions, connect ideas and explain. 					
Personal, Social and Emotional Development	<p>Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</p> <p>Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.</p>					
PSED	<p>Focus – All About Me</p> <p>What Makes Me Special. Me and My Special People. Who Can Help Me?</p>	<p>Focus – Valuing Differences</p> <p>I'm Special, You're Special. Same and Different (families, homes, beliefs) Respecting each other</p>	<p>Focus – Keeping Myself Safe</p> <p>Safe Indoors and Outdoors People Who Help Keep Me Safe Listening to my Feelings</p>	<p>Focus – The importance of friendships</p> <p>Looking After my Special People Looking After my Friends Being Helpful at Home and Caring for the Classroom</p>	<p>Focus – Growing and Changing</p> <p>The importance of resilience Growth mindset Healthy Eating A Good Night's Sleep Move Your Body</p>	<p>Focus – Being My Best</p> <p>Transitioning to Year 1</p>
	We make links and consistently refer to our Stanley School Values throughout the year and award certificates to acknowledge these achievements.					
Physical Development (ongoing)	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. During their Reception year the children have extensive opportunities to develop both their gross motor strength and fine motor skills. We recognise the need to ensure that upper body strength needs to be well established in order for a child's fine motor development to become accurate and ready for the challenges of cutting, threading, holding a pencil and indeed writing.</p> <p>Fine Motor - Funky Fingers, Finger Gym, Dough Disco, Cutting, Weaving, Threading, Scissor Skills, Loose Parts Play Gross Motor – Climbing equipment, Balance, Obstacle activities, Ball skills, team games</p>					
	<p><u>P.E Passport</u></p> <p>Fundamental movement skills - Transport</p>	<p><u>P.E Passport</u></p> <p>Fundamental skills – Space</p>	<p><u>P.E Passport</u></p> <p>Fundamental skills – Minibeasts</p>	<p><u>P.E Passport</u></p> <p>Fundamental skills – Hungry Caterpillar</p>	<p><u>P.E Passport</u></p> <p>Fundamental skills – Jack and the Beanstalk</p>	<p><u>P.E Passport</u></p> <p>Fundamental skills – Seaside</p>

	Specific Areas					
Understanding of the World	Ongoing throughout the year – following children’s interests and current significant interests: Royal Family events and celebrations, national sporting events, holidays and places visited by children and families, school trips and visits. Early on children are introduced to maps and explore our world and what makes it so special.					
	Where we live and our local area. Navigate around school, classroom and outdoor area. Identify features Our families, our home, our communities, our school environment. Families and generations.	Exploring celebrations around the world. Past events and their importance today Autumn and Christmas traditions	Key people in our town and local community that help us Road safety Looking after our world	Looking at similarities and differences of animals. Similar and contrasting environments Animal awareness and safety	Where food comes from. A healthy diet Looking after ourselves	Our Seaside Town Comparing seaside holidays Different Countries around the world
Expressive Arts and Design (Ongoing opportunities throughout provision across the year)	<u>Access Art Unit</u> How can we Explore Marks? Mark making and sound Printing with string Nursery Night Time Collage – collage, wax	<u>Access Art Unit</u> How can we Explore Colour? Explorers Books: Collecting Colour – fabric sketchbooks to explore colour Collaging with wax crayon rubbings: Explore the world around us	<u>Access Art Unit</u> How can we use our bodies to make art? Mark making and sound part 2 Movement Maps Hands, feet and flowers	<u>Access Art Unit</u> How can we build worlds? Cardboard creations Prop making for toys World in a matchbox	<u>Access Art Unit</u> How to explore 3D materials? Repeat pattern printing roll Fruit and veg heads Magic Caring Box	<u>Access Art Unit</u> What can We see? Shells: Observational and imaginative drawing Draw real life 3D objects (vary to suit interests). Finding circles and recording them from familiar environments.

	Children in Reception have continuous access to areas within continuous provision that allow them to express themselves in creative and artistic ways through a variety of media. They may choose to create pieces linked to their learning or they can choose to reflect their own personality and feelings in the moment. Through art we can encourage children to nurture and celebrate their imaginations, building confidence, skills and knowledge.					
Numeracy (White Rose and Numberblocks support our teaching and learning of number throughout the year) (Skills and knowledge to be developed during continuous provision as well as focused numeracy time)	<u>NCETM - Mastering Number</u> Focus: Subitising Counting, ordinality and cardinality Composition Verbal counting to 10 and beyond Match pictures and objects Identify a set Subitise to 5 Match numerals to quantities within 5 Count small items accurately Compare quantities using 'more than' and 'fewer than' Explore the value of numbers Recognise a simple repeating pattern Introduce 2D shapes Compare lengths/heights/weight and capacity	<u>NCETM - Mastering Number</u> Focus: Subitising Comparison Counting, ordinality and cardinality Composition Verbal counting to 20 Subitise to 5 and 10 Match numerals to quantities within 5 Count small items accurately Understand 1 more and 1 less than Explore the value of numbers to 5 and beyond Focus on the composition of 3, 4 and 5 Record numbers Recognise a simple repeating pattern Explore 2D shapes and 3D shapes	<u>NCETM - Mastering Number</u> Focus: Subitising Comparison Counting, ordinality and cardinality Composition Verbal counting to 20 and beyond Subitise to 5 and 10 Match numerals to quantities within 5 and beyond Count small items accurately Understand 1 more and 1 less than Explore the value of numbers to 10 Record numbers Focus on the composition of 3, 4 and 5 Recognise a simple repeating pattern Explore 2D shapes and 3D shapes	<u>NCETM - Mastering Number</u> Focus: Subitising Comparison Counting, ordinality and cardinality Composition Verbal counting to 50 and beyond Subitise to 10 Match numerals to quantities within 10 and beyond Count small items accurately Develop the composition of larger numbers and partition numbers Record numbers Develop understanding of number bonds Develop the language understanding of greater, more and less than Recognise a simple repeating pattern Explore 2D shapes and 3D shapes	<u>NCETM - Mastering Number</u> Focus: Subitising Comparison Counting, ordinality and cardinality Composition Verbal counting to 50 and beyond Subitise to 5 and 10 Counting larger sets and things that cannot be seen Match numerals to quantities within 5 and beyond Explore the value of numbers to 10 Record numbers Develop the language of more and less than Develop a wider range of mathematical vocabulary Recognise a more complex repeating pattern	<u>NCETM - Mastering Number</u> Focus: Subitising Comparison Counting, ordinality and cardinality Composition Verbal counting to 50 and beyond Continue to work with numbers to 20 developing previously learnt skills at a greater depth. Introduce the rekenrek Identify patterns looking at 100 square. Sorting numbers according to attributes - odd and even numbers Develop a wider range of mathematical vocabulary Recognise a more complex repeating pattern Secure 2D shapes and 3D shapes

		Compare lengths/heights/weight and capacity	Compare lengths/heights/weight and capacity	Compare lengths/heights/weight and capacity	Secure 2D shapes and 3D shapes Compare lengths/heights/weight and capacity	Compare lengths/heights/weight and capacity
Literacy (Phonics Progression)	Reception Baseline Assessments Phonics begins - Read, Write, Inc (RWI) Scheme. Introduce set 1 letter sounds Phonics mat checks School/Home		RWI guided group reading sessions Introduce set 2 letter sounds Phonics mat checks School/Home		RWI guided group reading sessions Introduce set 3 letter sounds Phonics mat checks School/Home	
	Interventions groups		Interventions groups		Interventions groups	