

Curriculum Map 2018-19 Year Reception

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		All about us	Transport and Santa's Grotto	Fairy Stories	Pirates	Food/Plants	Animals
RE		God's World	God's Family	Getting to know Jesus	Sorrow and Joy	New Life	Our Church Family
English	<i>Text:</i>	Elmer Something Else	Mr Gumpy's Outing Naughty Bus You Can't take an elephant on a bus Christmas Books	Goldilocks Me and You	Grandad's Island Pirate Crunchers Various	Very Hungry Caterpillar	The Egg
	<i>Non-fiction</i>	Labels Recount Books about elephants	Letters Recount Retrieving Information Books about transport	Instructions Posters	10 Little Pirates Instructions Lists Posters	Instructions Lists	Books about animals Instructions Letters
Maths		Number Counting 1:1 correspondence Sequencing	Missing numbers 1 more 1 less Shapes	Number sentences Addition subtraction Compare size - length/height	Counting forwards and backwards Doubling, halving Weight Money Position and Directions	Time Data - pictograms	Sequencing
KUW		Customs and Routines - class	Customs and Routines - Christmas Science - different surfaces Floating and Sinking Paper aeroplanes Space	Cooking	Customs and Routines - Easter Floating and Sinking Maps Compasses Sorting	Growing seeds Cooking Life cycle of plants	Customs and Routines - Preparing for Year 1 Looking after animals Life cycles of animals
C & L		Listening and attention Role play - school	Listening and attention Understanding Role play - garage/airport/bus etc	Role play - Castles, Mazes - Re-telling	Role play - pirates	Role play - gardening, cooking	Role play - farm/vet
PS & E		Making Relationships Self awareness and self confidence Managing feelings and behaviour	Making Relationships Self awareness and self confidence Managing feelings and behaviour	Making Relationships Self awareness and self confidence Managing feelings and behaviour	Making Relationships Self awareness and self confidence Managing feelings and behaviour	Making Relationships Self awareness and self confidence Managing feelings and behaviour Increased independence	Making Relationships Self awareness and self confidence Managing feelings and behaviour Increased independence
PD		Use simple tools to effect changes to materials Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Manage own basic hygiene & personal needs successfully, including dressing & going to the toilet independently	Handle tools, objects, construction & malleable materials safely & with increasing control. Show understanding of how to transport & store equipment safely. Dress and undress independently, successfully managing fastening buttons	Eat a healthy range of foodstuffs & understands need for variety in food. Show understanding of the need for safety when tackling new challenges. Dress and undress independently, successfully managing fastening buttons	Show some understanding that good practices with regard to exercise, eating, sleeping & hygiene can contribute to good health Dress and undress independently, successfully managing fastening buttons. Show understanding of the need for safety when tackling new challenges, & consider & manage some risks	Eat a healthy range of foods & understands need for variety in food. Children can move in time to music. Show understanding of the need for safety when tackling new challenges, & consider & manage some risks Dress and undress independently, successfully managing fastening buttons or laces.	Children can move in time to music. Dress and undress independently, successfully managing fastening buttons or laces.

PE	<p>Movement skills; Stopping/ starting/ Running/hopping/jumping in a variety of different games and types of instruction.</p> <p>Discovery and experimentation with small equipment, skill stations, skipping, individual sending and receiving skills.</p>	<p>Movement Skills; Stopping/ starting/ Running/hopping/jumping in a variety of different games and types of instruction. Discovery and experimentation with small equipment, skill stations, skipping, individual sending and receiving skills.</p>	<p>Working with a partner, games in pairs with simple scoring structure. Gymnastics; use of space, awareness of body parts, travelling, stretching/curling, bouncing/ jumping and landing.</p>	<p>Sports day preparation: running in a straight line, running independently, remembering the task to be achieved whilst running, adhering to rules set out for the safety of the individual and others. Discussing reactions and feelings when there is success and disappointment. Gymnastics; use of space, awareness of body parts, travelling, stretching/curling, bouncing/ jumping and landing.</p>	<p>Sports day preparation: running in a straight line, running independently, remembering the task to be achieved whilst running, adhering to rules set out for the safety of the individual and others. Discussing reactions and feelings when there is success and disappointment. Tennis skills; racket control/ball control /feeding/ forehand skills</p>	<p>Working with a partner, games in pairs with simple scoring structure. Tennis skills; racket control/ball control /feeding/ forehand skills</p>
EAD	<p>Mixing colours Portraits Printing Collage Construction</p>	<p>Modelling Observational Drawing Paper craft</p>	<p>Drawing - pastels Portraits</p>	<p>Collage Drawing - chalk Printing - Portraits Mixing colours Treasure Maps Songs and Dances</p>	<p>Observational Drawing Collage Printing</p>	<p>Drawing - chalk and oil pastels Observational Drawing Sculpture - pipe cleaners clay</p>
Computing	<p>Complete a simple programme Frame questions for a virtual assistant</p>	<p>Complete a simple programme Frame questions for a virtual assistant</p>	<p>Use computing hardware to interact with age appropriate computer software</p>	<p>Use computing hardware to interact with age appropriate computer software</p>	<p>Pictograms</p>	<p>Coding</p>
Spanish		<p>-Greetings (hello/my name is X/bye). -Identify and repeat the colours red, green, blue and yellow. -Listen and repeat numbers up to 10. -Start repeating some instructions when the teacher says them in Spanish.</p>	<p>-Greetings (answers to the question: how are you?). -Listen and repeat numbers up to 10. -Identify the moods happy, sad. -Listen and repeat the parts of the body (legs, arms, head, hands).</p>	<p>-Identify parts of the body. -Listen and repeat parts of the face. -Say please and thank you. -Listen to songs showing interests and joining with a dance.</p>	<p>-Get to know some of the domestic animals in Spanish (cat, dog, turtle, fish, hamster...). -Differentiate the concepts small, big. -Follow simple instructions independently (sit down, stand up, close your eyes, open your eyes...).</p>	<p>-Spot some wild animals (lion, giraffe, elephant...). -Listen carefully to stories in Spanish and identify some words already learnt. -Identify members of the family</p>