

Curriculum Map 2019-2020 Year Reception

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		Marvellous Me	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	Text:	Elmer Something Else Not a Box	Mr Gumpy's Outing Naughty Bus You Can't take an elephant on a bus The Train Ride Whatever Next Christmas Books	Goldilocks The Gingerbread Man Jack and the Beanstalk The Three Billy Goats Gruff Not a Stick	Grandad's Island Various	Supertato Mr Wolf's Pancakes Handa's Surprise The Giant Jam Sandwich Ketchup on your cornflakes	The Egg The whale and the Snail Owl Babies Zoomers Handbook The Fox and the Magpie
	Non-fiction	Labels Recount Books about elephants	Letters Labels Captions Retrieving Information Books about transport	Instructions - how to catch a giant Posters - Wanted - Goldilocks Recount of trip Labels	10 Little Pirates Instructions Lists Posters Letters - message in a bottle	Instructions Lists Riddles	Books about animals Instructions Letters
Maths		Number Counting 1:1 correspondence Sequencing	Counting backwards and forwards Missing numbers 1 more 1 less Shapes	Addition and Subtraction Weight Money Position and Directions	3d shape Weight Addition/Subtraction Doubling/Halving Problem Solving Data - pictograms	Addition/Subtraction Patterns Sequencing Problem Solving	Sequencing
KUW		Customs and Routines - class	Customs and Routines - Christmas Science - different surfaces Floating and Sinking Paper aeroplanes Space	Cooking Seasons Scientific Predictions Observations Concluding	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 - cafe	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 Journey in human love
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	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	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	Children can move in time to music. Dress and undress independently, successfully managing fastening buttons or laces.

	successfully, including dressing & going to the toilet independently			challenges, & consider & manage some risks	Dress and undress independently, successfully managing fastening buttons or laces.	
<u>UNICEF CONVENTION ON HUMAN RIGHTS Respecting Articles</u>	Universal Rights: Article 1: All are free and equal in dignity and rights Article 2: The rights apply to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from. Article 3: The right to life, liberty and the ability and security of person	Children's Convention: Article 13: The right to learn Article 28: The right to an education Article 29: Education should develop each child's personalities and talents to the full. Article 30: Right to learn and use the customs of the family	Children's Convention Article 31: The right to relax and play, and join in with a range of activities	Children's Convention Article 12: The right to give an opinion and for adults to take that opinion seriously	Children's Convention Article 9: The right not to be separated from parents Article 10 and 11: The right not to be taken away from your country:	Children's Convention Article 27: The right to a standard of living adequate to meet physical and mental needs Article 32: The right to be protected from danger Article 33: The right to be protected from drugs
<u>British Values</u>	Tolerance of other faiths	Individual Liberty	Individual Liberty	Democracy	Rule of Law	Rule of Law
PE	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.	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.	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.	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.	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	Working with a partner, games in pairs with simple scoring structure. Tennis skills; racket control/ball control /feeding/ forehand skills
EAD	Mixing colours Portraits Printing Collage Construction	Modelling Observational Drawing Paper craft	Drawing – pastels Portraits	Collage Drawing – chalk Printing – Portraits Mixing colours Treasure Maps Songs and Dances	Observational Drawing Clay Fruit Bowls Printing Singing Project	Drawing – chalk and oil pastels Observational Drawing Sculpture – pipe cleaners and bead crosses Bee water fountains Bee friendly garden plaque Singing Project
Computing	Complete a simple programme Frame questions for a virtual assistant	Complete a simple programme Frame questions for a virtual assistant	Use computing hardware to interact with age appropriate computer software	Use computing hardware to interact with age appropriate computer software	Pictograms	Coding
Spanish		-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.	-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).	-Identifies 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.	-Get to know some of the domestic animals in Spanish (cat, dog, turtle, fish, hamster...). -Differentiate the concepts small, big.	-Spot some wild animals (lion, giraffe, elephant...). -Listen carefully to stories in Spanish and identify some words already learnt.

			-Listens to a story in Spanish showing interest.		-Follow simple instructions independently (sit down, stand up, close your eyes, open your eyes...).	-Identify members of the family
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