

**Curriculum Map 2020-2021 Year Reception**

		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>		Marvellous Me	Transport and Santa's Grotto	Fairy Stories	Pirates	Food/Plants	Animals
<b>RE</b>		God's World	God's Family	Getting to know Jesus	Sorrow and Joy	New Life	Our Church Family
<b>English</b>	<b>Text:</b>	Rainbow Fish Elmer Something Else Not a Box  Rhymes - word collections	Whatever Next Mr Gumpy's Outing Naughty Bus Polar Express Christmas Books  Duck in a Truck - rhyming	Goldilocks The Gingerbread Man Jack and the Beanstalk The Three Billy Goats Gruff Not a Stick	The Pirates Next Door Grandad's Island The Night Pirates  I wish I was a Pirate by Tony Bradman / List poems	Ketchup on your cornflakes The Giant Jam Sandwich Handa's Surprise Mr Wolf's Pancakes Supertato	Zoomers Handbook Owl Babies The Egg The Fox and the Magpie  Ye Spotted Snakes by William Shakespeare / Over in the Meadow by Olive A. Wadsworth
	<b>Non-fiction</b>	Labels Books about elephants	Letters Labels / Captions Retrieving Information Books about transport	Instructions - how to catch a giant Posters - Wanted - Goldilocks Recount of trip	Letters - message in a bottle Posters Instructions Fact file about sea creatures	Instructions Lists	Factfiles Recount Riddles
<b>Maths</b>		Number Counting 1:1 correspondence Subitising 2D shape Positional language	Counting backwards and forwards Missing numbers 1 more 1 less 2D shape	Addition and Subtraction Length Height Weight	Addition/Subtraction Position and direction Money Doubling/Halving Problem Solving	Time Data - pictograms Money Capacity	3D shape Sequencing / Patterns Problem Solving
<b>KUW</b>		Customs and Routines - class How children have changed since they were a baby	The moon and moon landing Science - different surfaces Floating and Sinking History of trains Customs and Routines - Christmas	Cooking Seasons Scientific predictions / observations Growing beans Comparing old and new bears Talk about their own families and people who are special to them, including grandparents.	Customs and Routines - Easter Floating and Sinking Maps Compasses Sorting	Growing seeds Cooking Life cycle of plants Visit from a dentist	Customs and Routines - Preparing for Year 1 Looking after animals Life cycles of animals Flight - Paper aeroplanes
<b>C &amp; L</b>		Listening and attention Role play - school	Listening and attention Understanding Role play - garage/airport/bus etc and a nativity .	Role play - forest	Role play - pirate ship	Role play - cafe	Role play -vet
<b>PS &amp; E</b>		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
<b>PD</b>		Use simple tools to effect changes to materials Use a pencil and hold it effectively to form recognisable	Handle tools, objects, construction & malleable materials safely & with increasing control.  Show understanding of how to	Eat a healthy range of foodstuffs & understands need for variety in food. Show understanding of the need for safety when tackling new	Show some understanding that good practices with regard to exercise, eating, sleeping & hygiene can contribute to good health	Eat a healthy range of foods & understands need for variety in food. Children can move in time to music.	Children can move in time to music. Dress and undress independently,

	<p>letters, most of which are correctly formed. Manage own basic hygiene &amp; personal needs successfully, including dressing &amp; going to the toilet independently</p>	<p>transport &amp; store equipment safely. Dress and undress independently, successfully managing fastening buttons</p>	<p>challenges. Dress and undress independently, successfully managing fastening buttons</p>	<p>Dress and undress independently, successfully managing fastening buttons. Show understanding of the need for safety when tackling new challenges, &amp; consider &amp; manage some risks</p>	<p>Show understanding of the need for safety when tackling new challenges, &amp; consider &amp; manage some risks Dress and undress independently, successfully managing fastening buttons or laces.</p>	<p>successfully managing fastening buttons or laces.</p>
<p><u>UNICEF CONVENTION ON HUMAN RIGHTS Respecting Articles</u></p>	<p>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</p>	<p>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</p>	<p>Children's Convention Article 31: The right to relax and play, and join in with a range of activities</p>	<p>Children's Convention Article 12: The right to give an opinion and for adults to take that opinion seriously</p>	<p>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:</p>	<p>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</p>
<p><u>British Values</u></p>	<p>Tolerance of other faiths</p>	<p>Individual Liberty</p>	<p>Individual Liberty</p>	<p>Democracy</p>	<p>Rule of Law</p>	<p>Rule of Law</p>
<p><b>PE</b></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>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>
<p><b>EAD</b></p>	<p>Printing self portrait Mixing colours Collage Construction - junk modelling</p>	<p>Construction - junk modelling Paper craft</p>	<p>Mixing colours Construction - junk modelling Make baked beans / porridge</p>	<p>Self portrait -painting and collage Mixing colours Treasure Maps Songs and Dances</p>	<p>Easter garden Observational Drawing Clay Fruit Bowls Make jam sandwiches  Singing Project</p>	<p>Observational Drawing Clay owls Sculpture - pipe cleaners and bead crosses Bee water fountains Singing Project</p>
<p><b>Computing</b></p>	<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>
<p><b>Spanish</b></p>		<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.</p>	<p>-Greetings (answers to the question: how are you?). -Listen and repeat numbers up to 10. -Identify the moods happy, sad.</p>	<p>-Identifies parts of the body. -Listen and repeat parts of the face. -Say please and thank you.</p>	<p>-Get to know some of the domestic animals in Spanish (cat, dog, turtle, fish, hamster...).</p>	<p>-Spot some wild animals (lion, giraffe, elephant...). -Listen carefully to stories in Spanish and identify</p>

		<ul style="list-style-type: none"><li>-Start repeating some instructions when the teacher says them in Spanish.</li></ul>	<ul style="list-style-type: none"><li>-Listen and repeat the parts of the body (legs, arms, head, hands).</li><li>-Listens to a story in Spanish showing interest.</li></ul>	<ul style="list-style-type: none"><li>-Listen to songs showing interests and joining with a dance.</li></ul>	<ul style="list-style-type: none"><li>-Differentiate the concepts small, big.</li><li>-Follow simple instructions independently (sit down, stand up, close your eyes, open your eyes...).</li></ul>	<ul style="list-style-type: none"><li>some words already learnt.</li><li>-Identify members of the family</li></ul>
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