

Reception Curriculum Map 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
Topic	I am unique	We're going on a Journey	Street Detectives	Fairy tales	New Life	Magnificent Mini-beasts
Focus texts	 <p>The great big book of families</p>		 <p>Non-fiction books from Hounslow library</p>			
Enrichment		Walk to the library Black History - African Drummer	Architect visit Caretaker visit Play and stay	World Book Day Bekonscot Model Village Play and stay	Eggs Play and stay	Caterpillars Zoolab Play and stay

	<u>Being me in My World</u>	<u>Celebrating Difference</u>	<u>Dreams and goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>
PSED	<p>Belonging</p> <p>Recognising and managing feelings</p> <p>Feelers of others</p> <p>Kind and gentle hands</p> <p>Children's rights</p> <p>Being responsible</p>	<p>What I am good at</p> <p>I'm special I'm me</p> <p>Different but the same</p> <p>Houses and homes</p> <p>Being a kind friend</p> <p>Standing up for yourself</p>	<p>Challenge</p> <p>Never giving up</p> <p>Setting a goal</p> <p>Obstacles and support</p> <p>Flight to the future</p> <p>Achieving goals – feeling proud</p>	<p>Everybody's body</p> <p>We like to move it, move it!</p> <p>Food Glorious food</p> <p>Sweet dreams</p> <p>Keeping clean</p> <p>Stranger Danger</p>	<p>Me and my family</p> <p>Making friends (1)</p> <p>Making friends (2)</p> <p>Falling out and bullying (1)</p> <p>Falling out and bullying (2)</p> <p>Being the best friend we can be</p>	<p>My Body</p> <p>Respecting my body</p> <p>Growing up</p> <p>Fun and fears (transition 1)</p> <p>Fun and fears (Transition 2)</p> <p>Celebration – memories of the year</p>
CL	<p>Follow simple instructions</p> <p>Listening skills</p> <p>Rhyme</p>	<p>Show understanding of prepositions by carrying out an action.</p>	<p>Able to follow a story without pictures or props.</p> <p>Anticipates key events</p>	<p>Show awareness of listeners needs</p>	<p>Answer how and why questions</p> <p>To use past, present, future forms</p>	<p>Connects ideas</p>
PD	<p>PE: movement and space</p> <p>Mark making, writing phase 2 graphemes</p> <p>Writing name</p>	<p>PE: gymnastics</p> <p>Writing phase 2 graphemes</p>	<p>PE: Ball skills</p> <p>Writing phase 3 graphemes</p>	<p>PE: Games</p> <p>Writing phase 3 graphemes forming letters correctly</p>	<p>PE: athletics</p> <p>Forming letters correctly</p>	<p>PE: Athletics</p> <p>Forming letters correctly – clear ascenders and descenders</p>
L	<p>Link sounds to letters:</p> <p>Phase 2 phonics</p> <p>Phase 2 common exception words</p> <p>Reading phase 2 books (home/school reading)</p> <p>Blending/segmenting sounds</p> <p>Writing words and captions using known phonemes</p>	<p>Link sounds to letters:</p> <p>Phase 2 phonics</p> <p>Phase 2 common exception words</p> <p>Reading phase 2 books (home/school reading)</p> <p>Blending/segmenting sounds</p> <p>Writing words and captions using known phonemes</p>	<p>Link sounds to letters:</p> <p>Phase 3 phonics</p> <p>Phase 3 common exception words</p> <p>Reading phase 3 books (home/school reading)</p> <p>Blending/segmenting sounds</p> <p>Writing words, captions and sentences using known phonemes</p>	<p>Link sounds to letters:</p> <p>Phase 3 phonics</p> <p>Phase 3 common exception words</p> <p>Reading phase 3 books (home/school reading)</p> <p>Blending/segmenting sounds</p> <p>Writing words, captions and sentences using known phonemes</p>	<p>Link sounds to letters:</p> <p>Phase 4 phonics</p> <p>Phase 4 common exception words</p> <p>Reading phase 4 books (home/school reading)</p> <p>Blending/segmenting sounds</p> <p>Writing words, captions and sentences using known phonemes</p>	<p>Link sounds to letters:</p> <p>Phase 4 phonics</p> <p>Phase 4 common exception words</p> <p>Reading phase 4 books (home/school reading)</p> <p>Blending/segmenting sounds</p> <p>Writing words, captions and sentences using known phonemes</p>

M	<p>Match and sort Compare amounts Compare size, mass and capacity Exploring pattern</p>	<p>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and triangles Positional Language Representing numbers to 5 One more and less Shapes with 4 sides Time</p>	<p>Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Compare mass and compare capacity 6, 7 and 8 Comparing pairs Combining 2 groups</p>	<p>Numbers 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern consolidation</p>	<p>Building numbers beyond 10 Counting patterns beyond 10 Adding more Taking away Compose and decompose Even and odd Doubling</p>	<p>Sharing and grouping Spatial reasoning Visualise and build Matching, rotating, manipulating shapes Deepening understanding patterns and relationships Spatial reasoning Mapping</p>
UW	<p>History: All about me –own time line - me now, how I have changed, changes within living memory, family history Families Science: Senses – see, hear, touch, taste, smell Similarities and differences in relation to materials oral hygiene Diwali</p>	<p>Geography: Seasons – Autumn and the associated weather Varying environments, to include: India, Africa, Australia, jungle, Similarities and differences between places including towns and countryside Christmas Science: Floating and sinking (link to boats) Technology: Remote cars History: Similarities and differences between now and the past – transport Events beyond living memory – Neil Armstrong (US astronaut)/space travel Tim Peake (UK astronaut)</p>	<p>Geography: Seasons – winter and the associated weather The name of the place where my home and school is Science: Ice – changing matter</p>	<p>Seasons - Spring and the associated weather Easter Plants and growing – how to care for plants, lifecycle, growth and decay over time, similarities and differences</p>	<p>Road safety Maps/ aerial views/symbols to ID places/commenting on features (or this skill may be taught in Aut 1 when learning about Hounslow) EID</p>	<p>Seasons -Summer and the associated weather Minibeasts Care and respect of the living world Naming body parts (PSHE)</p>

Computing			<p>Exploring hardware (Kapow)</p> <p>Explore and tinker with a range of hardware – introduce vocabulary</p> <p>Identify where technology is used in places that are familiar to them such as homes and school.</p>	<p>Programming Beebots (Kapow)</p> <p>Experimenting with Beebots and how to give simple commands</p> <p>Following algorithm and debug when things go wrong</p> <p>Experimenting with programing a Beebot, giving simple commands, debug with help from an adult when things go wrong.</p>	<p>Networks and systems: (Kapow)</p> <p>Key boards locating keys</p> <p>Login – including online safety what to do if you see something you do not like, not sharing passwords</p> <p>Mouse control</p> <p>Mouse control – paint programme</p> <p>Mouse control clicking and dragging</p>	<p>Consolidate using mouse control</p> <p>Exploring Hardware (Kapow)</p> <p>Children take pictures using an iPad – independent play</p> <p>Children take pictures for transition into year 1</p>
EAD	<p>Simple representations</p> <p>M&D: Songs</p>	<p>M&D: <u>Celebration music</u></p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas</p> <p>Kandinsky</p>	<p>(DT structures) Model Village - materials uses/purposes, joining materials i.e. glue/tape, construct using own ideas</p> <p>M&D: <u>Exploring Sound.</u></p> <p>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p>	<p>M&D: <u>Musical Stories</u></p> <p>A unit based on traditional children’s’ tales and songs, learning that music and instruments can be used to convey moods or represent characters.</p>	<p>Making brooders</p> <p>M&D: <u>Music and Movement</u> Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p>	<p>3D Minibeasts models (DT Structure)</p> <p>M&D: <u>Big Bands</u> Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>
Cooking	<p>Sandwiches: working safely and hygienically, techniques – spread, cut, slice</p>	<p>Apple crumble - working safely and hygienically, techniques - mix, rub, measure, cook, oven, hot, recipe</p>	<p>Pancakes- working safely and hygienically, mix, measure, crack, change (ie liquid to solid), recipe</p>	<p>Fairy cakes - working safely and hygienically, mix, fold, measure, change, recipe</p>	<p>(DT Food) Fruit Kebabs- working safely and hygienically, healthy choices in relation to eating, importance of healthy diet, cut, thread, peel, skin, core,</p>	<p>Fruit smoothie- working safely and hygienically, healthy choices in relation to eating, importance of healthy diet, mix, cut</p>

Core books	Gruffalo Goodnight Moon	Whatever Next Handa's Surprise Mr Gumpy's Outing Mrs Armitage on Wheels	Six Dinner Sid On the Way home	Shhh!	Rosie's Walk Farmer Duck	The Very Hungry Caterpillar I want my Hat Back My Name is not Refugee
Sub -theme	Settling in Autumn Diwali	Children in Need Christmas	Amaryllis (growing) Chinese New Year	Vegetables (growing) Sport Relief Book week Film shows (Room on a Broom. Zog) Easter	Living eggs vegetables (growing)	Butterfly nets and caterpillars Vegetables (growing) Eid
RRSA	<p>Article 8</p> <p>Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.</p> <p>Right to be safe</p> <p>Right to play /sleep/ be warm</p>					
Role-play	Continuous provision: Home corner Shop Builders yard Mud kitchen Children's interest	Continuous provision: Home corner Shop Builders yard Mud kitchen Children's interest	Continuous provision: Home corner Shop Builders yard Mud kitchen Children's interest	Continuous provision: Home corner Shop Builders yard Mud kitchen Children's interest	Continuous provision: Home corner Shop Builders yard Mud kitchen Children's interest	Continuous provision: Home corner Shop Builders yard Mud kitchen Children's interest