

**ALL SAINTS' CURRICULUM MAP  
RECEPTION YEAR**

		Autumn		Spring		Summer	
		Travel/ Traditional tales.	Toys	Dinosaurs	Family	Space	The Seaside
<b>Religious Education</b>		Myself Welcome Birthdays		Celebrating Gathering Growing		Good News Friends Our World	
<b>Communication and Language</b>	<b>Listening and Attention</b>	<p>Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Listen attentively in a range of situations. Listen to stories, accurately anticipating key events. Respond to what they hear with relevant comments, questions or actions. Give their attention to what others say and respond appropriately, while engaged in another activity.</p>					
	<b>Understanding</b>	<p>Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Follow instructions involving several ideas or actions. Answer "how" and "why" questions about their experiences. Answer "how" and "why" questions in response to stories.</p>					
	<b>Speaking</b>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. Expresses themselves effectively, showing awareness of listeners' needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop their own narrative and explanations by connecting ideas or events.</p>					
<b>Literacy</b>	<b>Reading</b>	<p>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.</p>					
	<b>Writing</b>	<p>Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Use their phonic knowledge to write words in ways that match their spoken sound. Write some irregular common words. Write simple sentences which can be read by themselves and others. In writing some words are spelt correctly and others are phonetically plausible.</p>					

<b>Mathematical Development</b>	<b>Numbers</b>	<p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Count reliably from numbers one to twenty.</p> <p>Place numbers one to twenty in order.</p> <p>Say which number is one more or one less than a given number to twenty.</p> <p>Use quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Solve problems, including and halving and sharing.</p>
	<b>Shape, Space and Measure</b>	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p> <p>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Recognise, create and describe patterns.</p> <p>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
<b>Personal, Social and Emotional Development</b>	<b>Making Relationships</b>	<p>Initiates conversations, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Plays co-operatively, taking turns with others.</p> <p>Take account of one another's ideas about how to organise their activity.</p> <p>Show sensitivity to other's needs and feelings.</p> <p>Form positive relationships with adults and other children.</p>
	<b>Self-confidence and Awareness</b>	<p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Confident to try new activities, and say why they like some activities more than others.</p> <p>Confident to speak in a familiar group, will talk about their ideas.</p> <p>Choose the resources they need for their chosen activities.</p> <p>Say when they do or don't need help.</p>
	<b>Managing Feelings and Behaviour</b>	<p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Talk about how they and others show feelings.</p> <p>Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>Work as part of a group or class, and understand and follow the rules.</p> <p>Adjust their behaviour to different situations, and take changes of routine in their stride.</p>

<b>Understanding the World</b>	<b>People and Communities</b>	<p>Enjoys joining in with family customs and routines.            Talk about past and present events in their own lives and in the lives of family members.            Know that other children don't always enjoy the same things and are sensitive to this.            Know about similarities and differences between themselves and others.            Know about similarities and differences among families, communities and traditions.</p>				
		Talk of family. Family holidays. Travelling with your family. Our school – welcome liturgy.	Special events in your life. Bonfire night. Knowing differences between themselves and other people. Celebrating Christmas/ Advent as a community.	Chinese New Year. Looking at how different communities celebrate differently.	Looking at different families, talking about family events.	Look at people all living together on planet Earth. How Earth is made up of different communities.

<b>Technology</b>	<p>Completes a simple program on a computer.            Uses ICT hardware to interact with age-appropriate computer software.            Recognise that a range of technology is used in places such as homes and schools.            Select and use technology for particular purposes.</p>					
	Introduction to technology in the classroom. Story phones, laptops and white board.	Introducing Beebots. Continuing work on laptops.	Create your own dinosaur programme. Using technology for a purpose.	Creating family portraits with Paint programme. Introduce iPads.	Reintroduce Beebots – more complicated programming. Storyphones for space stories.	Using the laptops to research water creatures. Storyphones and laptops.

<b>The World</b>	<p>Looks closely at similarities, differences, patterns and change.            Know about similarities and differences in relation to places, objects, materials and living things.            Talk about the features of their own immediate environment and how environments might vary from one another.            Make observations of animals and plants and explain why some things occur, and talk about changes.</p>					
	Talk about travel, introducing children to different parts of the world.	Looking at different materials for Santa's workshop. Looking at MFL - Christmas around the world.	Making a dinosaur habitat, how is that different from ours? Talk about different dinosaurs and their features. How were they different to us?	Animal families. Looking at baby animals. Nocturnal animals.	Looking at the different planets and their features. What would it be like to live on another planet?	Sea creatures. Looking at weather at the seaside – link to white horses in the sand horse.

<b>Physical Development</b>	<b>Moving and Handling</b>	<b>Core skills</b>	<b>Core skills</b>	<b>Dance</b>	<b>Games</b>	<b>Gymnastics</b>	<b>Athletics</b>
	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.            Handles tools, objects, construction and malleable materials safely and with increasing control.            Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.            Show good control and co-ordination in large movements.            Show good control and co-ordination in small movements.            Move confidently in a range of ways, safely negotiating space.            Handle equipment and tools effectively, including pencils for writing.</p>						

<b>Health and Self-care</b>	<p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.            Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.            Shows understanding of how to transport and store equipment safely.            Practices some appropriate safety measures without direct supervision.            Know the importance for good health of physical exercise, and a healthy diet.            Talk about ways to keep healthy and safe.            Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>						
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<b>Ex pr</b>	<b>Exploring and</b>	<p>Sing songs, make music and dance, and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques. Experiment with colour, design, texture, form and function.</p>					
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<b>using media and materials</b>		Making a blue kangaroo. Paper boats.	Fireworks pictures. Pudsey biscuits. Nativity songs. Christmas crafts. Jack in the box music.	Ongoing Papier mache dinosaur habitat. Chinese new year lanterns. Dinosaur stomp.	Family portraits. Animals habitats. Caterpillar music.	Mod roc planets. Giant rocket for role play. Creating rocket controls.	Creating sand sculptures. Making a lighthouse to go with the Lighthouse Keeper's Lunch. Seaside dance, Punch and judy puppets.
<b>Being Imaginative</b>	<p><b>Create simple representations of events, people and objects.</b></p> <p><b>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</b></p> <p><b>Chooses particular colours to use for a purpose.</b></p> <p><b>Introduces a storyline or narrative into their play.</b></p> <p><b>Plays alongside other children who are engaged in the same theme.</b></p> <p><b>Plays cooperatively as part of a group to develop and act out a narrative.</b></p> <p><b>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</b></p>						