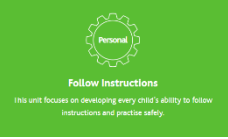






		Autumn 1	Autumn 2	Autumn 3	Spring 1	Spring 2	Summer 1	Summer 2
		Me and My World	My Heroes &	Standing Ovation	Castles, Knights and Dragons	Spring in Our Step	Where We Live	Science Detectives
Super 6	Traditional/well-loved stories							
	UL Core text							
	Rhymes, rhythm and repeated refrains							
	Multi-cultural/PSED							
	Well-being / Growth Mindset							
	Non-Fiction							
Songs, Rhymes and Poetry	If you're happy any you know it. If you go into the woods today Teddy Bear, Teddy Bear, Turn Around 5 in a Bed	5 Superheroes If I was a Superhero I'm a Superhero Superhero Parade How to be a Superhero	Let's Celebrate! Festival Poems from Around the World by Debjani Chatterjee and Brian D'Arcy The Rama and Sita song	The Grand Old Duke Sing a Song of Sixpence Humpty Dumpty Pussy cat pussy cat Old King Cole The Queen of Hearts	There's a Tiny Caterpillar on a Leaf I went to the cabbages one day Arabella Miller	3 Pigs We can build a house This little piggy Who's afraid of the bid bad wolf?	Simple songs from different countries e.g. see Charanga Shake The Papaya Frere Jacques (France) Mango Walk (Trinidad) La Cucharacha Mexico	

Prime Areas							
<b>Personal, Social and Emotional Development</b> Self-Regulation, Managing Self and Building Relationships	See themselves as a valuable individual  Manage own self-care	Express feelings  Vocab: feelings  Awareness of others' feelings	Build and maintain friendships  Express feelings  Perspective of others  Turn taking  Ask questions about celebrations	Build and maintain relationships  Show resilience and perseverance	Show resilience and perseverance  Think about the perspectives of others	Identify and moderate own feelings  Think about perspectives of others	See themselves as a valuable individual  Express their feelings Consider the feelings of others
	<b>Jigsaw Being Me in My World</b> Week 1: Settling in, Inspire Rules and Routines Week 2: What is special; about me? Week 3: How do people show their feelings? Week 4: How do we play cooperatively with others? Week 5: Considering the feelings of others. Week 6: What is responsibility?	<b>Jigsaw Celebrating Difference</b> Week 1: What am I good at? Week 2: What makes me special? Week 3: What is family?	<b>Jigsaw Celebrating Difference</b> Week 4: What makes a good friend? Week 5: How do I stand up myself? Week 6: Recognising the emotions of others.	<b>Jigsaw Dreams and Goals</b> Week 1: What does challenge mean? Week 2: What does it mean to persevere? Week 3: Reflecting and setting goals? Week 4: What it means to be resilient. Week 5: What do I want to be when I grow up? Week 6: What does success feel like?	<b>Jigsaw Healthy Me</b> Week 1: Why must we exercise? Week 2: Why is moving and resting important? Week 3: What are healthy and unhealthy foods? Week 4: Why is sleep important? Week 5: The importance of personal hygiene? Week 6: How to keep ourselves safe?	<b>Jigsaw Relationships</b> Week 1: What responsibilities do family member have? Week 2: The characteristics of a health friendship. Week 3: When friends fall out. Week 4: How to mend a friendship Week 5: What does bullying mean? Week 6: Why other get angry	<b>Jigsaw Changing Me</b> Week 1: How have we changed from a baby? Week 2: How might I change as I get older? Week 3: Who can I talk to if I feel worried? Week 4: What in my new classroom? Week 5: How do I feel about changing classrooms? Week 6: Reflecting on positive memories – school and life.
<b>Communication and Language</b> Listening, Attention, and Understanding, Speaking	Engage in story time  Learn and use new vocab  Listening and attention  Articulate ideas and thoughts Engage with non-fiction books	Ask questions  Listen to and talk about stories	Vocab  Rhyme- poem and song  Listen and talk about the story	Vocab: connectives  Make predictions Retell story  Listen and say rhymes and songs	New vocab  Use talk to solve problems and organise thinking  Explain how things work and why they might happen  Ask questions to find out more and check understanding	Listen to and talk about stories to build understanding  Link events in a story to own experiences  Articulate ideas  Describe events in some detail	Articulate ideas and thoughts in well formed sentences  Learn and use new vocab  Retell story using refrains and own words

# Reception Curriculum Map

<p><b>Physical Development</b> Gross Motor Skills, Fine Motor Skills</p>	<p>Know how to keep healthy</p> <p>Manage the school day successfully</p>	<p>Coordination and control in movement</p> <p>Use tools competently</p> <p>Safe handling</p>	<p>Gain control</p> <p>Negotiate space, coordination, balance</p> <p>Use tools competently and safely</p> <p>Make and decorate cards</p>	<p>Use large and small apparatus</p> <p>Fine motor skills- tools</p>	<p>Know how to keep healthy</p> <p>Revise and refine fundamental movement skills</p>	<p>Develop and refine ball skills</p> <p>Develop competence and accuracy with ball skills</p>	<p>Competence and accuracy with ball skills</p> <p>Know how to keep healthy</p>
<p><b>PE</b> Daily Wake and Shake &amp; Real PE/Bursts</p>	 <p>In this unit, the children will develop and apply their footwork and one leg balance through focused thematic stories, songs and games.</p>	 <p>In this unit, the children will develop and apply their jumping and landing and seated balance through focused thematic stories, songs and games.</p>	 <p>In this unit, the children will develop and apply their jumping and landing and seated balance through focused thematic stories, songs and games.</p>	 <p>In this unit, the children will develop and apply their dynamic balance on a line and stance through focused thematic stories, songs and games.</p>	 <p>In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused thematic stories, songs and games.</p>	 <p>In this unit, the children will develop and apply their sending and receiving and reaction and response through focused thematic stories, songs and games.</p>	 <p>In this unit, the children will develop and apply their ball chasing and floor work balance through focused thematic stories, songs and games.</p>
<p><b>Specific Areas</b></p>							
<p><b>Literacy</b> Word Reading</p>	<p>Talk about the stories they have learnt using new vocabulary.</p> <p>To retell familiar stories.</p> <p>To sequence familiar stories.</p> <p>To read the first 16 letter sounds taught in RWI.</p> <p>To start to blend sounds into words orally.</p>	<p>To read all Set 1 letter sounds.</p> <p>To blend sounds into words orally.</p> <p>To begin to blend sounds to read words.</p>	<p>To read all Set 1 letter sounds.</p> <p>To blend sounds into words orally.</p> <p>To begin to blend sounds to read words.</p>	<p>To blend sounds to read words.</p> <p>To read short captions.</p> <p>To read sounds represented by more than one letter.</p> <p>To start to read some common exception words –e.g. I, the</p>	<p>To read words with double consonants</p> <p>To read sentences independently.</p> <p>To read a greater range of common exception words.</p>	<p>To start to read some words speedily.</p> <p>To start to use expression when reading.</p>	<p>To read the Set 2 sounds – ay, ee, igh, oa and oo/oo</p> <p>To re-read books to develop their fluency.</p> <p>To read with expression.</p> <p>To respond to questions based on the books they have read themselves.</p>

# Reception Curriculum Map

<b>Literacy Writing</b>	<p>To write some or all of the letters from their name.</p> <p>To communicate by drawing with meaning and some accuracy.</p> <p>To begin to write initial sounds as captions.</p> <p>To use some of their print and letter knowledge to write for a purpose.</p>	<p>To write their first name</p> <p>To draw with increased meaning and accuracy</p> <p>To use initial sounds as captions</p> <p>To use some letter knowledge when writing in their play.</p>	<p>To write their first name</p> <p>To draw with increased meaning and accuracy</p> <p>To use initial sounds as captions</p> <p>To use some letter knowledge when writing in their play.</p>	<p>To form some lower-case letters correctly</p> <p>To spell words using the sounds they have learnt.</p> <p>To represent words using the sounds they can hear.</p> <p>To begin to write simple captions with the Set 1 sounds.</p>	<p>To form lower case letters correctly</p> <p>To spell words with the sounds they have learnt.</p> <p>To write simple captions.</p> <p>To start to show awareness of capital letters and full stops</p>	<p>Start to form capital letters correctly,</p> <p>To independently write captions.</p> <p>To begin to use capital letters, finger spaces and full stops in independent writing.</p> <p>To spell words phonetically.</p>	<p>All lower-case letters are formed correctly</p> <p>Form capital letters correctly</p> <p>To spell words by identifying the sounds in them and represent these sounds with letter/s.</p> <p>To write simple phrases and sentences that can be read by themselves and others.</p>
<b>Mathematics Number, Numerical Patterns</b>	<p>Compare numbers.</p> <p>Compare length, weight and capacity.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Count objects, actions and sounds; Subitise; Link the number symbol (numeral) with its cardinal number value; Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Discuss routes and locations, using words</p>	<p>Count objects, actions and sounds; Subitise; Link the number symbol (numeral) with its cardinal number value; Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p>	<p>Count objects, actions and sounds; Subitise; Link the number symbol (numeral) with its cardinal number value; Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Subitise</p> <p>Compare length, weight and capacity.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Count objects, actions and sounds; Subitise; Link the number symbol (numeral) with its cardinal number value; Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p> <p>Compose and decompose shapes so that children recognise a shape can have other</p>	<p>Count objects, actions and sounds. Compare numbers. Count beyond ten.</p> <p>Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0 – 5 and some to 10</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</p>	<p>Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare numbers; Count beyond ten; Subitise; Link the number symbol (numeral) with its cardinal number value;</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers;</p> <p>Compare length, weight and capacity.</p>



# Reception Curriculum Map



<b>Understanding the World</b>		like 'in front of' and 'behind'.	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		shapes within it, just as numbers can  Continue, copy and create repeating patterns		
<b>Past and Present People, Cultures and Communities, The Natural World</b>	Talk about members of their immediate family and community  Name and describe people who are familiar to them	Compare and contrast characters from stories  Figures from the past People who help us		Compare and contrast characters from stories  Figures from the past	Explore the natural world  Describe what they see, hear and feel  Seasonal change	Take information from a simple map  Recognize some similarities and differences between life in this country and in other countries	Recognize some environments are different from the ones they live  Effect of changing seasons on the natural world
<b>Key Events</b>	Recycle Week 14.10.24 Halloween 31.10.24	Diwali 1.11.24 Bonfire Night 5.11.24 Armistice Day 11.11.24	Christmas 25.12.24	Chinese New Year 29.1.25 Safer Internet Day 11.2.25	Pancake Day 4.3.25 World Book Day 6.3.25 Mothering Sunday 30.3.25	Easter 20.4.25	Father's Day 15.6.25











# Reception Curriculum Map



<p><b>Religious Education</b></p>	<p><b><u>F4 Being Special: Where do we belong?</u></b>          Week 1: How do we show respect for one another?          Week 2: How do we show love/how do I know I am loved?          Week 3: Who do you care about? How do we show care/how do I know I am cared for?          Week 4: How do you know what people are feeling?          Week 5: How do we show people they are welcome?          Week 6: What things can we do better together rather than on our own?          Week 7: Where do you belong? How do you know you belong?          Week 8: What makes us feel special about being welcomed into group of people?</p>	<p><b><u>F2 Why is Christmas special for Christians?</u></b>          Week 1: What special stories about Jesus are in the Bible?          Week 2: Why do Christians perform Nativity plays at Christmas?          Week 3: Why do Christians celebrate Jesus' birthday?</p>	<p><b><u>F2 Why is Christmas special for Christians?</u></b>          Week 4: What special things do Christians do at Christmas to share God's love?          Week 5: What makes every single person unique and precious?          Week 6: How does the Christmas story tell Christians they are precious to God?</p>	<p><b><u>F1 Why is the word 'God' special to Christians?</u></b>          Week 1: What does the word 'God' mean?          Week 2: Which people believe in God?          Week 3: Which people believe God is the Creator of everything? (The Story of Adam and Eve)          Week 4: What is amazing about the world? (Christian Creation story)          Week 5: What do Christians say about God?          Week 6: What is the story that Christian and Jews use to think about the Creator?</p>	<p><b><u>F3 Why is Easter special to Christians?</u></b>          Week 1: What do Christians and other people (including non-religious) think about the world and how we should treat it?          Week 2: What happens at the end of winter and the beginning of spring? How do 'dead' plants and trees come alive again?          Week 3: What do Christians believe happened to Jesus? Why do Christians think this is such an important story?          Week 4: What do Christians do at Easter?          Week 5: Why do we have Easter eggs?          Week 6: The Easter Story.</p>	<p><b><u>F5 What places are special and why?</u></b>          Week 1: Where do you feel safe? Why?          Week 2: Where do you feel happy? Why?          Week 3: Where is special to me?          Week 4: Where is a special place for believers to go?          Week 5: What makes this place special?          Week 6: Why is school a special place to go?</p>	<p><b><u>F6 What times/stories are special and why?</u></b>          Week 1: What is your favourite story? What do you like about it, and why?          Week 2: What stories do you know about Jesus? What do you think Jesus was (is) like?          Week 3: Do you know any Bible stories?          Week 4: What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Week 5: Does the story tell you about God? What do you learn?          Week 6: What stories do you know that tell you how you should behave towards other people?          Week 7: What are the similarities and differences between different people's special stories?</p>
<p><b>Expressive Arts and Design</b>          Creating with Materials          Being Imaginative and Expressive</p>	<p>Explore artistic effects to express ideas and feelings           Develop story lines in their pretend play</p>	<p>Simple narratives in pretend play           Role play- people who help us           Printing           Collage           Den building</p>	<p>Match movement to music           Sing- action songs           Music making           Dance           Handel's Fireworks</p>	<p>Develop story lines in pretend play           Singing           Explore artistic effects to express ideas and feelings</p>	<p>Explore, use and refine artistic effects           Refine ideas</p>	<p>Listen, move to and talk about music, expressing feelings and responses           Sing-pitch, melody</p>	<p>Watch and talk about dance and performance           Express feelings and responses           Music making and dance</p>

Music	<p><b>Me!</b> (Nursery Rhymes and Action Songs)</p> 	<p><b>My Stories</b> (Nursery Rhymes and Action Songs)</p> 	<p><b>My Stories</b> (Nursery Rhymes and Action Songs)</p> 	<p><b>Everyone!</b> (Nursery Rhymes and Action Songs)</p> 	<p><b>Our World</b> (Nursery Rhymes and Action Songs)</p> 	<p><b>Big Bear Funk</b> (Big Bear Funk by Joanna Mangona - Funk)</p> 	<p><b>Reflect, Rewind &amp; Replay</b></p> 
	<p>Week 1: Listen and respond to 'Celebration' by Kool &amp; The Gang before listening to and learning to sing 'Pat-A-Cake'</p> <p>Week 2: Listen and respond to 'Happy' by Pharrell Williams before listening to and learning to sing '1, 2, 3, 4, 5'</p> <p>Week 3: Listen and respond to 'Sing' by The Carpenters before listening to and learning to sing 'This Old Man'</p> <p>Week 4: Listen and respond to 'Sing A Rainbow' by Peggy Lee before listening to and learning to sing 'Five Little Ducks'</p> <p>Week 5: Listen and respond to 'Happy Birthday' by Stevie Wonder before listening to and learning to sing 'Name Song'</p>	<p>Week 1: Listen and respond to 'Roll Alabama' by Bellowhead before listening to and learning to sing 'I'm A Little Teapot'</p> <p>Week 2: Listen and respond to 'Boogie Wonderland' by Earth, Wind &amp; Fire before listening to and learning to sing 'The Grand Old Duke of York'</p> <p>Week 3: Listen and respond to 'Don't Go Breaking My Heart' by Elton John and Kiki Dee before listening to and learning to sing 'Ring O' Roses'</p> <p>Week 4: Listen and respond to 'Ganesh is Fresh' by MC Yogi before listening to and learning to sing 'Hickory Dickory Dock'</p> <p>Week 5: Listen and respond to 'Frosty the Snowman' by Ella Fitzgerald before</p>	<p>Week 4: Listen and respond to 'Ganesh is Fresh' by MC Yogi before listening to and learning to sing 'Hickory Dickory Dock'</p> <p>Week 5: Listen and respond to 'Frosty the Snowman' by Ella Fitzgerald before listening to and learning to sing 'Not Too Difficult'</p> <p>Week 6: Listen and respond to 'Spiderman' by Michael Bubl� before listening to and learning to sing 'The ABC Song'</p>	<p>Week 1: Listen and respond to 'We Are Family' by Sister Sledge before listening to and learning to sing 'Wind The Bobbin Up'</p> <p>Week 2: Listen and respond to the South African lullaby 'Thula Baba' before listening to and learning to sing 'Rock-A-Bye Baby'</p> <p>Week 3: Listen and respond to 'ABC' by The Jackson 5 before listening to and learning to sing 'Five Little Monkeys'</p> <p>Week 4: Listen and respond to 'My Mum is Amazing' by Zain Bhikha before listening to and learning to sing 'Twinkle, Twinkle, Little Star'</p> <p>Week 5: Listen and respond to 'Conga' by Miami Sound Machine before listening to and learning to sing 'If</p>	<p>Week 1: Listen and respond to 'Lovely Day' by Bill Withers before listening to and learning to sing 'Old Macdonald'</p> <p>Week 2: Listen and respond to 'Beyond The Sea' by Robbie Williams before listening to and learning to sing 'Incy Wincy Spider'</p> <p>Week 3: Listen and respond to 'The Planets - Mars' by Gustav Holst before listening to and learning to sing 'Baa Baa Black Sheep'</p> <p>Week 4: Listen and respond to 'Frogs' Legs and Dragons' Teeth' by Bellowhead before listening to and learning to sing 'Row, Row, Row Your Boat'</p> <p>Week 5: Listen and respond to 'Ain't No Mountain High Enough' by Marvin Gaye and Tammi Terrell before listening to and</p>	<p>Week 1: Listen and respond to 'Big Bear Funk' by Joanna Mangona before revisiting 'Name Song' or 'Things For Fingers'</p> <p>Week 2: Listen and respond to 'I Feel Good' by James Brown before continuing to learn 'Big Bear Funk' and revisiting 'Hickory Dickory Dock' or 'ABC Song'</p> <p>Week 3: Listen and respond to 'Don't You Worry 'Bout A Thing' by Incognito before continuing to learn 'Big Bear Funk' and revisiting 'Twinkle, Twinkle, Little Star' or 'Heads, Shoulders, Knees and Toes'</p> <p>Week 4: Listen and respond to 'My Promise' by Earth, Wind &amp; Fire before continuing to learn 'Big Bear Funk' before continuing to learn 'Big Bear Funk' and</p>	<p>Week 1: Listen and respond to 'William Tell Overture' by Rossini and 'Celebration' by Kool and The Gang. Use 'Big Bear Funk' to compose own song and prepare for an end-of-unit performance</p> <p>Week 2: Listen and respond to 'Dance of the Sugar Plum Fair' by Tchaikovsky and 'Ganesh Is Fresh' by MC Yogi. Use 'Baa Baa Black Sheep' to compose own song and prepare for an end-of-unit performance</p> <p>Week 3: Listen and respond to 'Flight of the Bumblebee' by Rimsky-Korsakov and 'We Are Family' by Sister Sledge. Use 'Twinkle, Twinkle, Little Star' to compose own song and prepare for an end-of-unit performance</p> <p>Week 4: Listen and respond to 'Jupiter, The Bringer of Jollity'</p>



## Reception Curriculum Map



	<p>Week 6: Listen and respond to 'Our House' by Madness before listening to and learning to sing 'Things for Fingers'</p>	<p>listening to and learning to sing 'Not Too Difficult'</p> <p>Week 6: Listen and respond to 'Spiderman' by Michael Bublé before listening to and learning to sing 'The ABC Song'</p>		<p>You're Happy And You Know It'</p> <p>Week 6: Listen and respond to 'Horn Concerto No. 4 - Rondo' by Mozart before listening to and learning to sing 'Head, Shoulders, Knees and Toes'</p>	<p>learning to sing 'The Wheels On The Bus'</p> <p>Week 6: Listen and respond to 'Singing In The Rain' by Gene Kelly before listening to and learning to sing 'The Hokey Cokey'</p>	<p>revisiting 'If You're Happy When You Know It' or 'Five Little Monkeys'</p> <p>Week 5: Listen and respond to 'Superstition' by Stevie Wonder before continuing to learn 'Big Bear Funk' and revisiting 'The Wheels On The Bus' or 'Baa Baa Black Sheep'</p> <p>Week 6: Listen and respond to 'Pick Up The Pieces' by Average White Band before continuing to learn 'Big Bear Funk' and revisiting 'Row, Row, Row Your Boat' and 'The Hokey Cokey'</p>	<p>by Holst and 'Singin' In The Rain' by Gene Kelly. Use 'Incy Wincy Spider' to compose own song and prepare for an end-of-unit performance</p> <p>Week 5: Listen and respond to 'Fantasia On A Theme' by Thomas Tallis and 'Frogs' Legs and Dragons' Teeth' by Bellowhead. Use 'Rock-A-Bye Baby' to compose own song and prepare for an end-of-unit performance</p> <p>Week 6: Listen and respond to 'E.T. Flying Theme' by John Williams and 'I Feel Good' by James Brown. Use 'Row, Row, Row Your Boat' to compose own song and spend time sharing and performing songs from throughout the year's learning</p>
<b>Curriculum Enrichment</b>	<p>Visitors into school – dentist</p> <p>Autumn Walk</p>	<p>Visitors into school – police, fireman, nurse</p>	<p>School Nativity</p> <p>Elf Arrival</p>	<p>Winter Walk</p>	<p>Visitors into school – Bugs Life</p> <p>Spring Walk</p> <p>Caterpillars from Insect Lore</p>	<p>Dartmoor Zoo</p>	<p>Summer Walk</p>