

St Saviour's C.E. Primary School Curriculum Map-Reception

	Communication and language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Autumn Term	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Describe events in some detail.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen carefully to rhymes and sounds, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Manage their own needs: personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • Regular physical activity • Healthy eating • Toothbrushing 	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • Rolling • Crawling • Walking • Jumping • Running • Hopping • Skipping • Climbing <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop balancing skills</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors,</p>	<p>Phase Two and Three Phonics</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into single and two syllable words, so that they can read words made up of known letter- sound correspondences.</p> <p>Read a few common exception words matched to our phonic programme (GES SLS)</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Count objects, actions and words.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Explore the composition of numbers 2,3,4 and 5.</p> <p>Develop language to compare objects and quantities.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compare length.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>

			<p>knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> • Lining up and queueing • Mealtimes <p>Develop and apply agility, balance and coordination and</p>	<p>Re-read books to build up confidence in word reading, fluency, understanding and enjoyment.</p> <p>Form lower-case correctly.</p> <p>Spell single and two syllable words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>		<p>Forest school: Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solos or in groups.</p>
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			begin to apply to different situations.				
Spring Term	<p>Use new vocabulary in different contexts during the school day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Manage personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • Rolling • Crawling • Walking 	<p>Phase Three and Four Phonics</p> <p>Read individual letter sounds, diagraphs and trigraphs by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read words made up of known letter-sound correspondence, including some polysyllabic and compound words.</p> <p>Read a common exception words matched to our phonic programme (GES SLS)</p> <p>Read phrases and sentences made up of words with known letter-sound correspondences and,</p>	<p>Count objects, actions and words.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Link quantities to familiar patterns and symmetrical patterns.</p> <p>Explore the concept 'one more'</p> <p>Understand and recall doubles</p> <p>Automatically recall number bonds for numbers 0-5.</p> <p>Explore the composition of numbers to 10.</p> <p>Explore and compare the visual representation of odds and evens.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Forest school:</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p>

	<p>Describe events in some detail.</p> <p>Engage in non-fiction books.</p> <p>Engage in story times.</p>	<ul style="list-style-type: none"> ▪ Sensible amounts of screen time. ▪ Having a good sleep routine 	<ul style="list-style-type: none"> • Jumping • Running • Hopping • Skipping • Climbing 	<p>where necessary, a exception words.</p> <p>Begin to read words with ends such as 'ing'.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Compare capacity.</p> <p>Compare weight.</p>	<p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore and engage in music making and dance, performing solos or in groups</p>
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<p>Summer Term</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Engage in story times.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Use speech to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Think about and consider the perspective of others.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • Being a safe pedestrian. • Healthy Eating 	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Phase Four Phonics</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read polysyllabic and compound words made up of known letter- sound correspondences.</p> <p>Read a common exception words matched to our phonic programme (GES SLS)</p> <p>Read phrases and sentences made up of words with known letter-sound correspondences and, where necessary, exception words, word endings and contractions.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their</p>	<p>Count objects, actions and words beyond 10.</p> <p>Oral counting to 20 and beyond.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Explore the composition of numbers to 10</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Continue, copy and create repeating patterns.</p> <p>Understand when to count and when to subitise.</p> <p>Order sets of objects</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Forest school: Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solos or in groups</p>
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				<p>understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write complex sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>			
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