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

munication language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
tand how to arefully and tening is ant. new lary. De events in etail. In story times. Carefully to and sounds, attention to ey sound. hymes, poems ngs. The in non-fiction	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Manage their own needs: personal hygiene Know and talk about the different factors that support their overall health and wellbeing: Regular physical activity Healthy eating Toothbrushing	Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Hopping Climbing Climbing Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop balancing skills Suggested tools: pencils for drawing and writing, paintbrushes, scissors,	Phase Two and Three Phonics Read individual letters by saying the sounds for them. Blend sounds into single and two syllable words, so that they can read words made up of known letter- sound correspondences. Read a few common exception words matched to our phonic programme (GES SLS) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Count objects, actions and words. Subitise. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Explore the composition of numbers 2,3,4 and 5. Develop language to compare objects and quantities. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compare length.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that are different form the one in which they live. Comment on images of familiar situations in the past.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.
	language tand how to arefully and tening is ant. new lary. be events in etail. p social in story times. carefully to and sounds, attention to ey sound. hymes, poems ags.	and Emotional Development See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Description of the service of the service and sounds, attention to ey sound. Manage their own needs: personal hygiene Know and talk about the different factors that support their overall health and wellbeing: Regular physical activity Regular physical activity Healthy eating	tand how to arefully and rening is and respectful relationships. Express their feelings and consider the feelings of others. Development Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Development Revise and refine the fundamental movement skills they have already acquired: Rew already acquired: Rolling Crawling Walking Running Hopping Running Hopping Skipping Climbing Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Regular physical activity Healthy eating Toothbrushing Toothbrushing Revise and refine the fundamental movement skills they have already acquired: Rolling Running Running Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop balancing skills Suggested tools: pencils for drawing and writing,	and Emotional Development See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Development Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Express their feelings and consider the feelings of others. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop balancing skills Read individual letters by saying the sounds for them. Read individual letters by saying the sounds for them. Blend sounds into single and two syllable words, so that they can read words made up of known letter-sound correspondences. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. CES SLS) Read individual letters by saying the sounds for them. Blend sounds into single and two syllable words, so that they can read words made up of known letter-sound correspondences. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. CERWING Crawling Nanage their own needs: personal hygiene Skipping Climbing Climbing Develop balancing skills Read a few common exception words matched to our phonic programme (GES SLS) Read as few common exception words matched to our phonic programme of tools competently, safely and confidently. CES SLS) Poevelop balancing skills	and Emotional Development and How to arefully and cerning is ant. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Posocial Manage their own needs: personal hygiene In story times. Exactfully to and sounds, attention to ey sound. Many, attention to ey sound. Povelopment Revise and refine the fundamental movement skills they have already acquired: Povelop their small motor skills so that they can read words made up of known letter-sound correspondences. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop balancing skills Subitise. Phase Two and Three Phonics Read individual letters by saying the sounds for them. Subitise. Link the number symbol (numeral) with its cardinal number value. Subitise. Compare numbers. Explore the composition of numbers 2,34 and 5. Develop language to compare objects and quantities. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compare length.	and Emotional Development Deve

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	knives, forks and	Re-read books to		
	spoons.	build up confidence	Forest school:	Develop storylines in
		in word reading,	Explore the natural	their pretend play.
	Use their core muscle	fluency,	world around them	
	strength to achieve a	understanding and		Explore and engage
	good posture when	enjoyment.	Describe what they	in music making and
	sitting at a table or		see, hear and feel	dance, performing
	sitting on the floor.	Form lower-case	whilst outside.	solos or in groups.
	0.000.00	correctly.		
	Further develop and		Understand the effect	
	refine a range of ball	Spell single and two	of changing seasons	
	skills including:	syllable words by	on the natural world	
	throwing, catching,	identifying the sounds	around them.	
	kicking, passing,	and then writing the		
	batting and aiming.	sound with letter/s.		
	Develop the	Write short sentences		
	foundations of a	with words with		
	handwriting style	known sound-letter		
	which is fast, accurate	correspondences		
	and efficient.	using a capital letter		
		and full stop.		
	Further develop the			
	skills they need to	Re-read what they		
	manage the school	have written to check		
	day successfully:	that it makes sense.		
	,			
	Lining up and			
	queueing			
	_			
	• Mealtimes			
	Develop and apply			
	agility, balance and			
	coordination and			

			begin to apply to different situations.				
Spring Term	Use new vocabulary in different contexts during the school day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in wellformed sentences.	See themselves as a valuable individual. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Identify and moderate their own	Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency. Further develop and refine a range of ball skills including: throwing, catching,	Phase Three and Four Phonics Read individual letter sounds, diagraphs and trigraphs by saying the sounds for them. Blend sounds into words, so that they can read words made up of known letter-sound correspondence,	Count objects, actions and words. Subitise. Link the number symbol (numeral) with its cardinal number value. Link quantities to familiar patterns and symmetrical patterns.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Draw information form a simple map. Recognise some similarities and differences between life in this country	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively,
	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	feelings socially and emotionally. Express their feelings and consider the feelings of others. Manage personal hygiene. Know and talk about the different factors that support their overall health and wellbeing:	kicking, passing, batting and aiming. Develop the foundations of a handwriting style which is fast, accurate and efficient. Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling	including some polysyllabic and compound words. Read a common exception words matched to our phonic programme (GES SLS) Read phrases and sentences made up of words with known letter-sound correspondences and,	Expore the concept 'one more' Understand and recall doubles Automatically recall number bonds for numbers 0-5. Explore the composition of numbers to 10. Explore and compare the visual representation of	and life in other countries. Recognise some environments that are different form the one in which they live. Compare and contrast characters from stories, including figures from the past. Forest school:	sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in
			Walking		odds and evens.	Forest school:	Develop storylines in their pretend play.

Describe events in	 Sensible 	Jumping	where necessary, a		Explore the natural	
some detail.	amounts of	Running	exception words.	Compose and	world around them	Explore and engage
	screen time.	Hopping		decompose shapes so		in music making and
Engage in non-fiction	Having a	Skipping	Begin to read words	that children	Describe what they	dance, performing
books.	good sleep	Climbing	with ends such as	recognise a shape can	see, hear and feel	solos or in groups
	routine		'ing'.	have other shapes	whilst outside.	
Engage in story times.				within it, just as		
			Re-read books to	numbers can.	Understand the effect	
			build up their		of changing seasons	
			confidence in word	Compare capacity.	on the natural world	
			reading, their fluency	Commono vivoloh	around them.	
			and their	Compare weight.		
			understanding and			
			enjoyment.			
			Form lower-case and			
			capital letters correctly.			
			confectly.			
			Spell words by			
			identifying the sounds			
			and then writing the			
			sound with letter/s.			
			Write sentences with			
			words with known			
			sound-letter			
			correspondences			
			using a capital letter			
			and full stop.			
			Re-read what they			
			have written to check			
			that it makes sense.			

Summer	Connect one idea or	See themselves as a	Develop the overall	Phase Four Phonics	Count objects,	Comment on images	
	action to another	valuable individual.	body strength, co-		actions and words	of familiar situations	Explore, use and
Term	using a range of		ordination, balance	Read individual letters	beyond 10.	in the past.	refine a variety of
	connectives.	Build constructive	and agility needed to	by saying the sounds			artistic effects to
		and respectful	engage successfully	for them.	Oral counting to 20	Compare and	express their ideas
	Retell the story, once	relationships.	with future physical		and beyond.	contrast characters	and feelings.
	they have developed a		education sessions	Blend sounds into		from stories,	
	deep familiarity with	Think about and	and other physical	words, so that they	Subitise.	including figures	Return to and build
	the text, some as	consider the	disciplines including	can read polysyllabic		from the past.	on their previous
	exact repetition and	perspective of others.	dance, gymnastics,	and compound words	Link the number		learning, refining
	some in their own		sport and swimming.	made up of known	symbol (numeral)	Draw information	ideas and developing
	words.			letter- sound	with its cardinal	form a simple map.	their ability to
		Know and talk about	Confidently and	correspondences.	number value.		represent them.
	Engage in story times.	the different factors	safely use a range if		n 1 .1	Forest school:	
		that support their	large and small	Read a common	Explore the	Explore the natural world around them	Create collaboratively,
	Use new vocabulary	overall health and	apparatus indoors	exception words	composition of numbers to 10	world around them	sharing ideas, resources and skills.
	in different contexts.	wellbeing:	and outside, alone	matched to our	numbers to 10	Doggailh a regle at the arr	resources and skills.
			and in a group.	phonic programme	Automatically recall	Describe what they see, hear and feel	Sing in a group or on
	Learn rhymes, poems	Being a safe	Develop overall	(GES SLS)	number bonds for	whilst outside.	their own,
	and songs.	pedestrian.	body-strength,		numbers 0-5 and	willist outside.	increasingly matching
	T 1	Healthy Eating	balance, co-	Read phrases and	some to 10.	Understand the effect	the pitch and
	Listen to and talk	, ,	ordination and agility.	sentences made up of	Some to 10.	of changing seasons	following the melody.
	about selected non-		oramacion and agmey.	words with known	Continue, copy and	on the natural world	Tono wing the merody.
	fiction to develop a deep familiarity with		Develop confidence,	letter-sound	create repeating	around them.	Develop storylines in
	new knowledge and		competence,	correspondences and,	patterns.		their pretend play.
	vocabulary.		precision and	where necessary,	1		
	vocabulary.		accuracy when	exception words,	Understand when to		Explore and engage
	Use speech to help		engaging in activities	word endings and	count and when to		in music making and
	work out problems		that involve a ball.	contractions.	subitise.		dance, performing
	and organise			D 11 1			solos or in groups
	thinking and		Develop the	Re-read books to	Order sets of objects		
	activities, and to		foundations of a	build up their confidence in word			
	explain how things		handwriting style				
	work and why they		which is fast, accurate	reading, their fluency and their			
	might happen.		and efficient.	and then			

	understanding and
	enjoyment.
	Form lower-case and
	capital letters
	correctly.
	Spell words by
	identifying the sounds
	and then writing the
	and then writing the
	sound with letter/s.
	Write complex
	sentences with words
	with known sound-
	letter
	correspondences
	using a capital letter
	and full stop.
	Re-read what they
	have written to check
	that it makes sense.