

Reedley Primary School Curriculum Map
Reception (2023-2024)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	My World	Toys – Old and New	Splish, Splash, Splosh – Water!	Animals	Growth and Changes	Journeys and Transport
Visitor/visits/experiences	Mother and Baby visit Doctor, police, dentist visit	Library Loan box – old toys Visit to the post office/post box	Weather and season walk around school	Farm Trip	Caterpillars Visit to Church and Mosque	Season walk around school
Maths (Number and Numerical Patterns)	Getting to Know You: - Baseline Just Like Me: - Match and sort - Compare amounts It's Me, 1, 2, 3!: - Representing, comparing and composition of 1, 2, 3 - 2D shape – circles and triangles - Positional language	Light and Dark: - Representing, comparing and composition to 5 - One more, one less - 2D shapes – squares and oblongs - Time Just Like Me: - Compare size, mass and capacity - Exploring pattern	Alive in 5: - Introducing 0 - Comparing numbers to 5 - Composition of 4 and 5 - Compare mass - Compare capacity Growing 6, 7, 8: - Representing, comparing and composition of 6, 7, 8 - Combining two amounts - Making pairs	Growing 6, 7, 8: - Length and height - Time Building 9 and 10: - Counting to 9 and 10 - Comparing numbers to 10 - Bonds to 10 - 3D shapes - Spatial awareness - Patterns	To 20 and beyond: - Build numbers beyond 10 - Count patterns beyond 10 - Spatial reasoning - Match, rotate, manipulate First, then, now: - Adding more - Taking away - Spatial reasoning - Compose and decompose	Find my Pattern: - Doubling - Sharing and grouping - Even and odd - Spatial reasoning - Visualise and build On the Move: - Deepening understanding - Patterns and relationships - Spatial mapping - Mapping
Literacy (Comprehension, Word Reading, Writing)	Traditional Tales The Three Little Pigs Non-fiction Busy People series (Police, Vet, Firefighter, Doctor, Librarian, etc)	Story on a Theme Lost in the Toy Museum Non-fiction Having Fun: Then and Now Religious Stories The Nativity	Repetitive Stories The Wind Blew Story on a Theme The Rainbow Fish SUSC – explore stimulus for thinking about the consequences of right and wrong behaviour. Also consider different perspectives.	Poems by the Same Author Rumble in the Jungle; Commotion in the Ocean; Farmyard Hullabaloo	Crunching Munching Caterpillar Traditional Tales Jack and the Beanstalk	Whatever Next The Naughty Bus
Personal, Social, Emotional Development (Self-Regulation, Managing Self, Building Relationships)	Myself and My World: - Developing relationships - Understanding feelings - Learning to help our new friends - Creating Class Promise - Managing behaviour - Internet Safety	Celebrating Similarities and Differences: - Uniqueness – what makes me special - Showing awareness and sensitivity to own and others' beliefs and celebrations - Showing Sense of trust - Dentists and oral hygiene	Dreams and Goals: - Never giving up - Goal setting - Care of others and property	Relationships: - Making friends - Dealing with falling out - Being a good friend Overcoming obstacles	We are Always Changing: - My body and being healthy - Growing up - Showing care for living things	Healthy Me: - My body and exercise - Healthy eating - Oral hygiene - Screen time - Road safety - Sleep - Stranger danger - Sensitive to others beliefs - Dealing with change

	<p>SMSC – sharing of resources within the classroom, negotiating of responses and group problem solving</p> <p>SMSC – considering the benefits and potential dangers of the internet</p>	<p>SMSC – developing awareness of and responding to others' needs and wants</p>				
Communication and Language	<ul style="list-style-type: none"> - Speak to familiar adults and peers - Talk about families and ourselves - Talk about past and present - Listen to others ideas - Role play familiar experiences (home corner/Three Little Pigs House/doctors) - Role play traditional tales - Ask simple questions - WellComm Entry assessment 	<ul style="list-style-type: none"> - Speak in sentences about first hand experiences - Talk about past and present Speak in sentences about the past - Answer what, what and where questions - Extend vocabulary - Ask questions - Role play familiar experiences (shop) - WellComm reassessment 	<ul style="list-style-type: none"> - Speak in sentences about first hand experiences - Extend vocabulary - Answer who, what, where and when questions - Role play TV reports (weather) - Begin to say what characters think and feel 	<ul style="list-style-type: none"> - Retell first hand experience of a journey - Answer who, what, where, when, how and why questions - WellComm reassessment 	<ul style="list-style-type: none"> - Follow instructions - Use talk to explain a process to others - Ask how and why questions - Talk about and describe growth and change in their environment - Role play traditional stories - Say what characters think and feel 	<ul style="list-style-type: none"> - Role play familiar experiences (bus) - Show awareness of listener - WellComm reassessment
Physical Development (Gross Motor Skills, Fine Motor Skills - PE)	<ul style="list-style-type: none"> - Awareness of space - Action songs - Putting on coat and beginning to zip up - Large scale movements - Travelling in different ways 	<ul style="list-style-type: none"> - Begin to make meaningful marks - Join construction pieces - Holding a pencil correctly and/or comfortably. - Dress myself with adult support - Zip up coat 	<ul style="list-style-type: none"> - Ball skills - Select and use tools to support learning - Holding a pencil correctly and/or comfortably. - Use one handed tools with support 	<ul style="list-style-type: none"> - Apparatus – travel over, under and through - Balance - Body rolls - Use tools independently - Dance – different styles and music <p>SMSC – delighting in movement particularly when pupils are able to show spontaneity</p>	<ul style="list-style-type: none"> - Recognise changes to self when exercising 	<ul style="list-style-type: none"> - Choose appropriate tool for task
PE	Fundamental Movement Skills	Sending and Receiving	Net and Wall Skills	Gymnastics	Athletics	Invasion Games (Moving into space)
Understanding the World (Past and Present – History)	<p>Growing and change – how have we changed since we were babies? What couldn't we do as a baby that we can now?</p> <p>Hospitals – how and why have they changed? Florence Nightingale</p> <p>How homes have changed – (The House That Once Was)</p>	<p>Toys – now and then. Comparing toys from the past to toys from the present day.</p>				<p>Transport – land, water, air travel. How has transport changed over time.</p> <p>SMSC – raising questions about the effects of technological change on human life and the world around them (Transport and medical advances)</p> <p>Famous Astronauts – Tim Peake, Eileen Collins, Gherman Titov</p>

Understanding the World (People, Cultures and Communities – RE, PSED)	My family and others' families – comparison and discussion SMSC – exploring similarities and differences and how respect for others can be expressed	Different religions (Christianity, Islam, Judaism)	Holy Books (Bible, Quran, Torah) Noah's Ark	Focus on the celebrations this half term (See below)	Places of worship (church, mosque, synagogue) SMS – engaging with text, artefacts and other sources from different religious backgrounds	
Celebrations		Bonfire Night Remembrance Day Diwali Hanukkah Christmas SMS – Exploring similarities and differences between faiths and cultures	New Year Chinese New Year	Shrove Tuesday/Ash Wednesday (In the holidays) Lent Easter Holi Ramadan MSC – Exploring spiritual choices and considering the impact of these on believers and relevance to own lives.	Eid al-Fitr (In the holidays)	Eid al-Adha
Understanding the World (The Natural World – Science, Geography)	Houses around the world – design, materials, weather, etc Exploring our school and its grounds – Journey stick	Toys – pushing and pulling British Science Week-growth investigation – measuring their height and comparing it with non-standard units comparing their height with others and their arm span. Playing – around the world. Comparing toys and games from around the world to toys they are familiar with. SMSC – Exploring similarities and differences and how respect for others can be expressed Seasons – calendars	Weather, seasons and school grounds (first hand experiences, journey stick - compare to Autumn Term) Water – importance, where it's found, what it's used for. Floating and sinking, changing states. SMSC – Exploring how different cultures can offer great insights into how we lead our lives Famous scientist Archimedes – Linked to floating and sinking	Animals and environments – farm, jungle, ocean. Links to David Attenborough Maps and journeys – (google maps and digimaps – how did we get to our trip?)	Life Cycles – Butterflies, chicks, tadpoles, sunflowers and beans (real life experiences – butterflies) SMSC –By offering pupils the chance to explore the wonder of the natural world	
Expressive Arts and Design (Creating with Materials, Being Imaginative and Expressive – Art, DT, Music)	- Modelling how to use different media and materials to create drawings, painting, collages or structures. - Self portraits - Choose colours to match purpose	Art Week: Andy Goldsworthy – Natural materials MSC – considering pattern, order and scale both manmade and in the natural world - Constructs with purpose - Assembles and joins materials	Using a range of materials to create artwork and 3d models - Use a range of media to create meaningful marks and artwork - Constructs with purpose - Use tools safely	Art Week: Henri Matisse – Using shapes MSC – considering pattern, order and scale both manmade and in the natural world – link with Andy Goldsworthy - Painting and creating animals and their patterns -	- Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Observational drawing	Art Week: Pablo Picasso – Position - Share their creations, explaining the process they have used

	<ul style="list-style-type: none"> - Kandinsky – linked to Maths (2d shape) - Action rhymes - Nursery rhymes 	<ul style="list-style-type: none"> - Create props to support role play - Puppets – spoon puppets, finger or hand puppets (joining materials in different ways, including sewing) <p>SMSC – exploring dilemmas that individuals may face and developing practical solutions</p> <ul style="list-style-type: none"> - Uses tools safely - Colour mixing and exploration - Nursery rhymes - Performing for an audience - Nativity <p>MSC – making links between their learning and music</p>	<ul style="list-style-type: none"> - Colour mixing and exploration - Experimenting with instruments 			
Music (Charanga)	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Music Appreciation	Alfie Boe		Pharrell Williams		James Brown – Living in America	