



RECEPTION - Curriculum Map Overview 2020-2021

	Autumn		Spring		Summer		
TOPIC	Ourselves/Under the sea	Traditional/Fairy Tales	Pirates/Transport	Dragons and castles	Changes	We are the World	
CORE TEXT(S)	Little red hen Owl Babies Smartest giant in town Rainbow fish Sharing a shell The Bravest fish	The three little pigs Rama and Sita Goldilocks and the three bears Gingerbread man Snowman	Pirates in pyjamas Mr Gumpy's outing Whatever Next Pirates love underpants	Zog Shrek A friend for dragon No dragons for tea Princess scallywag and the Brave Brave knight Not your typical dragon	The hungry caterpillar The bad-tempered ladybird The very busy spider Ugly Duckling Superworm	Somewhere in the world right now. The bear in the balloon. Handa's Surprise. Harry Saves the ocean Not for me, please! I choose to act green.	
THEMES	Autumn	Enchanted forest Christmas	Local transport Winter	Spring	Minibeasts	I'm a child get me out of here! Summer	
WELLBEING	Mindfulness monsters Mental health awareness week	Black history month Get your sparkle on - NSPCC	Glow day Autism awareness week	Our Rights – Childline visit	Remember me day (Nigish)	Safety me, safety you day	
CULTURAL DIVERISTY	Diwali	Christmas Remembrance Day St Andrew's day	Chinese New Year St Patricks Day Pancake day St David's day Sikh New Year Global recycling day	St George's day Easter Mother's Day Eid	Eid	Father's Day	
SUPPORTING VISITS/VISITORS	Tea party on school field	Police officer visit Church of England visit	Fire station visit Christian puppet show	Childline visit	Zoolab visit	Invite parents in to talk about different cultures and celebrations. Southend beach	
PARENTAL INVOLVEMENT	Induction meetings and home visits	Come and see Come and create Parents evening Christmas play	Come and see Come and create Books for breakfast	Come and see Come and create Parents evening	Come and see Come and create Books for breakfast	Come and see Come and create Parents evening Graduation	
STUNNING START	Transition Staggered in mornings	Visit from the wolf	Traffic light colours dress up	Teachers put on a play for the children – The Dragon that could not stop crying.	Arrival of caterpillars. Arrival of chicks	Beach themed day	
FANTATSIC FINALE	Build a bear?	Fairy tale ball	Pirate feast –Parents invited	Brave day – Own clothes and shields	Minibeast ball (Dress up as your favourite minibeast)	Bush tucker trials	
30-50S – 40-60E		40-60 E -40-60 D		40-60 D -40-60 S		40-60 S-ELG E	
			ELG E-ELG D			ELG S –ELG EX	



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CL	<p>To respond to simple instructions.</p> <p>To listen to others in small groups.</p> <p>To question and explain why things happen.</p> <p>To talk about past events.</p>	<p>Joins in with repeated refrains in stories and rhymes.</p> <p>Understand use of objects.</p> <p>Beginning to use more complex sentences.</p> <p>Introduce a story or narrative into their play.</p> <p>Understands humour and jokes</p>	<p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Children follow instructions involving several ideas or actions.</p> <p>Use language to imagine and recreate roles and experiences in play situations.</p> <p>Children listen attentively in a range of situations.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p>	<p>To be able to follow a story without pictures or props.</p> <p>To give their attention to what others say and respond appropriately while engaged in another activity.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To answer how and why questions about their experiences and in response to stories or events.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Beginning to use more complex sentences to link thoughts.</p> <p>Understand humour and jokes.</p> <p>Use past, present and future forms accurately when talking about events.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p>	<p>To respond to stories with relevant comments, questions or actions.</p> <p>To give attention to what others say and respond while engaged in another activity.</p> <p>To be able to carry out instructions which contain several parts of a sequence.</p> <p>Children express themselves effectively showing awareness of listeners needs.</p>
PSED	<p>Making friends.</p> <p>My family.</p> <p>Awareness of others</p> <p>Rules and routines.</p> <p>Interests and dislikes.</p> <p>Behaviour expectations (Class promise)</p>	<p>Initiates conversation taking account of what others say.</p> <p>Solve problems without aggression.</p> <p>Is more outgoing going to unfamiliar people.</p> <p>Confident to speak to others about own needs and wants.</p> <p>Can adapt behaviour.</p>	<p>Resolves conflict with other children finding a compromise.</p> <p>Taking turns with others.</p> <p>Show sensitivity to others needs and feelings.</p> <p>Take account of others needs and how to organise an activity.</p>	<p>To talk about how they and others show feelings.</p> <p>To form positive relationships with adults and other children.</p> <p>To be able to describe self in positive terms and talk about abilities.</p> <p>To be able to choose resources they need for their chosen activities.</p>	<p>To take account of one another's ideas about how to organise their own activity.</p> <p>To talk about activities that are enjoyable and activities that are less enjoyable.</p> <p>To describe self in positive terms and talk about abilities.</p> <p>To work as part of a group or as a whole class to share and take turns.</p> <p>To be confident to talk in familiar groups and discuss ideas.</p>	<p>To talk about the plans they made to carry out activities and what they might change.</p> <p>To understand someone else's point can be different from theirs.</p> <p>To be able to find support when they need help or information.</p> <p>To take changes of routine in their stride.</p>
PD	<p>How do I move?</p> <p>To move in different ways.</p> <p>To catch a large ball.</p>	<p>To hold a pencil correctly.</p> <p>Uses one handed tools correctly.</p>	<p>Eats a healthy range of food and understands the need for variety.</p>	<p>To observe the effects of activity on their bodies.</p> <p>To negotiate space successfully when playing</p>	<p>To show good control in co-ordination in large and small movements.</p>	<p>To consider and manage some risks.</p> <p>To hop confidently and skip in time to music.</p>



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	<p>To climb confidently.</p> <p>To use scissors safely.</p> <p>To wash and dry hands.</p>	<p>Understands the importance of healthy eating.</p> <p>Begins to form recognisable letters.</p> <p>Dresses with support.</p> <p>Understands the importance of exercise.</p>	<p>Shows understanding of how to transport and store equipment safely.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Observe the effect of exercise on the body.</p> <p>Dress independently.</p>	<p>racing and chasing games, adjusting speed or changing directions to avoid obstacles.</p> <p>To show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>To show understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>To jump of an object and land appropriately.</p>	<p>To move confidently in a range of ways safely negotiating space.</p> <p>Forms letters that can be recognised by themselves and others.</p> <p>Letters are the same size.</p> <p>Healthy and unhealthy foods.</p>	<p>To be able to write on lines and control letter size.</p> <p>To know and can make healthy choices in relation to healthy eating and exercise.</p>
LITERACY	<p>Writing initial and last sounds in words.</p> <p>To give meanings to marks.</p> <p>To listen and join in with stories.</p> <p>To show interests in illustrations and print.</p>	<p>Writing CVC and CVCC words, labels and captions.</p> <p>Recognises familiar words and signs.</p> <p>Links sounds, naming and sounding the letters of the alphabet.</p> <p>Writing for different purposes.</p>	<p>Rhyme and alliteration</p> <p>Writes own name such as labels and captions.</p> <p>Continues a rhyming string.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Describes main story, settings, main events and characters.</p>	<p>Writing simple sentences.</p> <p>To segment sounds in simple words and blend them together.</p> <p>To write some irregular common words.</p> <p>To suggests how story might end.</p> <p>To know that information can be retrieved from books and computers.</p> <p>To be aware of the way stories are structured.</p>	<p>Writing sentences using conjunctions, finger spaces and full stops.</p> <p>To use their phonic knowledge to write words in ways that match their spoken sounds.</p> <p>To write for different purposes.</p> <p>To use key features of narrative in their own writing.</p> <p>To recognise and write some common irregular words.</p> <p>To write sentences that can be read by themselves and others.</p>	<p>To retell a familiar story.</p> <p>To explore story characters.</p> <p>To write sentences that can be read by themselves and others.</p> <p>To be able to spell phonetically regular words of more than one syllable.</p> <p>To use key features of narratives in their own writing.</p> <p>To write for a given purpose.</p>
MATHEMATICS	<p>To recognise Number 1-10.</p> <p>Basic 2D shapes.</p> <p>To order numbers to 10.</p> <p>To represent numbers in different ways.</p> <p>To show interest in shapes in the environment.</p>	<p>Numbers 10-20</p> <p>Heavy and light</p> <p>Patterns</p> <p>More and fewer.</p> <p>Separate groups in different ways.</p> <p>Order items by height/length.</p>	<p>Orders objects by Capacity/weight.</p> <p>Counts irregular arrangements up to 10 objects.</p> <p>Use familiar objects to create and recreate patterns and build models.</p>	<p>2D shapes/3D shapes.</p> <p>To match numeral and quantity correctly.</p> <p>To count beyond 10.</p> <p>To count up to six objects from a larger group.</p> <p>To say the number that is one more than a given number. To find one more</p>	<p>One more one less to 20</p> <p>Adding/subtracting</p> <p>To count on or back from a given number.</p> <p>To recognise coins and talk about money.</p> <p>Shows interest in number problems.</p> <p>To double numbers to 10.</p>	<p>Problem solving</p> <p>To recap doubling, halving and sharing.</p> <p>To use everyday language related to weight.</p> <p>To record distance.</p> <p>To estimate and check by counting up to 20.</p>



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		Select a particular named shape.	Estimate how many objects they can see and check by counting them. Orders and sequences familiar events	or one less from a group of up to 5 objects, then ten objects. To record using marks that they can interpret and explain. To use everyday language related to money. To measure short periods of time in simple ways. To use everyday language related to time. (o'clock and half past)	To halve numbers through practical activities.	To explore calculations + - using different resources. To count in 2s,5s and 10s.
UTW	<p>People who are special to me How am I different/ the same? To begin to have own friends. To describe special times and events. To talk about home, family and relations.</p>	<p>Religious festivals Look at similarities and differences between living things. Enjoys joining in with family routines and customs. Comments and asks questions about their familiar world.</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. Shows interest in different occupations and ways of life. Children know similarities between places, objects, materials and living things. Use ICT hardware to interact with age appropriate computer software.</p>	<p>To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. To complete a simple program on a computer. To recognise that a range of technology is used in places such as homes and schools. To know that information can be retrieved from computers.</p>	<p>Make observations of animals and plants and explain why some things occur and talk about changes. To develop an understanding of growth, decay and changes over time. Show care for living things and the environment. Look at similarities and differences in relation to materials and living things.</p>	<p>To make observations of animals. To talk about how environments might vary from one another. To understand that different people have different beliefs, customs, and traditions and why it's important to treat them with respect. To know the difference between past and present events in their own lives. To select and use technology for particular purposes.</p>
EAD	<p>Art – facial features What do I look like? Family tree To engage in pretend play. To join in with favourite songs.</p>	<p>Joins construction pieces together. Explores colour and how colour can be changed. Realises tools can be used for a purpose.</p>	<p>Captures experiences and responses with a range of media such as music, dance, paint and other materials. Explores what happens when mixing colours.</p>	<p>To explore different sounds of instruments. To experiment to create different textures.</p>	<p>To understand that different media can be combined to create new effects. To experiment with colour, design, texture, form and function.</p>	<p>To sing songs, make music and dance and experiment with changing them. To manipulate materials to achieve a planned effect.</p>



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	<p>To explore colour. To experiment with different construction resources.</p>	<p>Songs – Christmas production.</p>	<p>Constructs with a purpose in mind using a variety of resources. Selects tools and techniques needed to shape, assemble and join materials they are using. Explores different sounds of instruments.</p>	<p>Play cooperatively as part of a group to develop and act out a narrative. To use simple tools and techniques competently and appropriately. To use particular colours to use for a purpose. To build a repertoire of songs and dances.</p>	<p>To represent their own ideas, thoughts and feelings through art. Make sown songs and dances.</p>	<p>To talk about their own ideas and processes which has led them to make the designs or products. To present their own ideas through role play and stories.</p>
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