

# Reception Curriculum Map

Autumn term

Spring term

Summer term



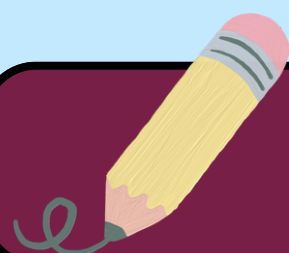
## Reading



The Kissing Hand  
Whiffy Wilson  
We Are Going Bear Hunt  
The Naughty Bus  
The Colour Monster

Three Little Pigs  
The Gingerbread Man  
Three Billie Goat's Guff  
Jack and the Beanstalk  
Oliver's vegetables  
Farmer Duck  
Squash and a Squeeze  
What the ladybird heard

The Very Hungry Caterpillar  
Snail trail  
Spinderella  
Superworm  
The Very Greedy Bee  
Billy's Bucket  
One is a Snail Ten is a Crab  
Somebody Swallowed  
Stanley  
Rainbow Fish  
Pirates Love Underpants  
The Singing Mermaid  
Commotion in the ocean



## Writing



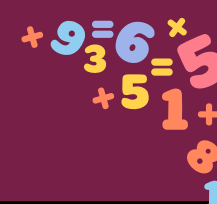
Consolidate name writing  
and letters that have  
meaning.  
Begin to label with initial  
sounds

Write CVC words  
Write captions and labels  
using phonic knowledge

Writing phrases and  
sentences that are  
phonetically plausible



## Maths



Match, sort and compare

Measure and patterns

It's me 1 2 3

Circles and triangles

1, 2, 3, 4, 5

Shapes with 4 sides

Mass and Capacity

Alive in 5

Growing 6, 7, 8

Length, height and time

Building 9 and 10

Explore 3D Shapes

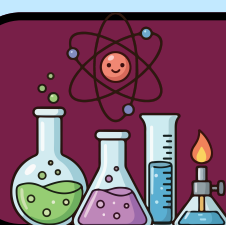
To 20 and Beyond

How many now?

Manipulate, compose and decompose

Sharing and grouping

Visualise, build and map



## Science



Name plant parts

Name familiar animals

Floating or sinking

Name flowering plants

Basic animals needs

Push or pull, freeze or melt

Weather and Seasons

Light and dark

Sounds

# Reception Curriculum Map



## History



Understanding my family and different families



Comparing transport from the past and present



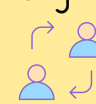
People and communities - comparing homes



Past and present - days and time



How have you changed from the beginning of the year?



## Geography



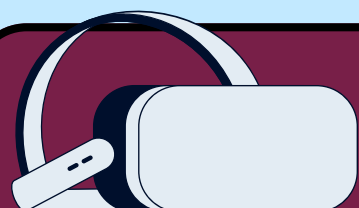
Can we be friends? Are we nearly there yet?



What's your favourite story? Who's on the farm?



What lives under there? Mini beasts What can we see in the sea? Environmental threat: What can we recycle and why is it important?



## Computing



### Computer Science

Follow simple instructions  
Explore cause and effect on programmable toys



### Information technology

Use age-appropriate apps  
Record voices and images  
Explore hardware such as I pads



### Digital Literacy

Recognise technology used  
Use devices



### Online Safety

Know to tell a trusted adult  
Recognise that some information is private



## PE



Introduction to PE



Dance



Gymnastics



Fundamentals



Ball skills



Games



## RE

Who am I and where do I belong?



Why do we have celebrations?



What can we learn from stories?



What makes our world wonderful?



What makes a place special?



What makes something special?



## PSHE



Me and my relationships  
What makes me special  
People close to me  
Getting help



Valuing difference  
Similarities & difference  
Celebrating difference  
Showing kindness



Keeping safe  
Keeping my body safe  
Safe secrets & touches  
People who help to keep us safe



Rights and Respect  
Looking after things:  
friends, environment,  
money



Being my best  
Keeping my body healthy -  
food, exercise, sleep  
Growth Mindset



Growing and Changing  
Cycles  
Life stages  
Girls & boys - similarities & difference



# Reception Curriculum Map



## Art

Explore colour, texture, line and shape through play



Safely use tools and materials including paint, clay and collage



Begin to communicate ideas through art



Experiment with paper, paint, cardboard and clay



Create self-portraits, paintings and 3D collages



## DT



Can we be friends?  
Self Portraits



Are we nearly there yet?  
Making a clay poppy



What's your favourite story?  
Painting favourite characters from traditional stories

What's on the farm? Collage



What lives under there? Papier mache  
What can we see in the sea? 3D collage

## Music



Join in and sing a range of songs Performing songs and rhymes EYFS: Sing familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. Christmas Nativity



Beginning to explore music making and 'listen and apprise' EYFS: Make music in a range of ways, play with sounds creatively, play along to the beat of the song they are singing or music.



Moving expressively to a range of songs EYFS: Explore and learn how sounds and movements can be changed. Develop an understanding of how to create and use sounds intentionally.

