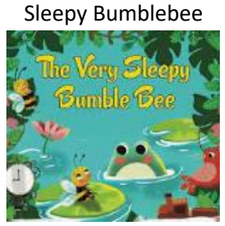
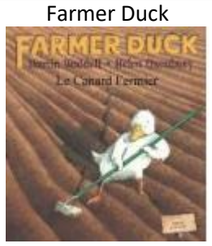
Reception Curriculum Map 2024-2025

	Autumn Term 1 6.5 weeks	Autumn Term 2 7.5 weeks	Spring Term 1 6 weeks	Spring Term 2 6 weeks	Summer Term 1 5 weeks	Summer Term 2 7 weeks
THEME	**All About Me** 	**Our community** 	**Around the world** 	**Down at the bottom of the garden** 	**Watch me grow** 	**A walk on the wild side** 
	We will spend time settling into our new Reception environment, learning rules and routines and getting to know new friends and grown-ups. We will look at significant events in our past, explore our facial features and create self-portraits.	We will learn about our local area and the people who help us within it. We will explore celebrations and festivals from other cultures and make comparisons.	We will learn about the Antarctic, looking at the animals that live there and their habitat. We will compare this environment with our own and explore how people live in cold places.	We will be entomologists as we study wildlife in our outdoor spaces. We will study the life cycles of different creatures and look closely for signs of spring.	We will observe our natural evnvironment with a focus on growing and planting. We will discover what plants need to grow and find out where some fruits and vegetables come from.	We will learn about the different animals from around the world comparing farm animals with those in the wild in other countries. . We will look closely at how baby animals grow and change.
Talk for writing	5 Stories in 5 weeks Little Jack The rainbow Princess Let me come in The Magic Porridge pot Quackling	The Gingerbread man 	Baby Mouse 	Sleepy Bumblebee 	Jack and the beanstalk 	Farmer Duck 

Key Texts	Here we are Oliver Jeffers (Science) Our class is a family (belonging / class rules) Colour monster (Emotions) Rubys Worry (Tom Percival) All kinds of people – Emma Damon	A walk in the woods (Science) Real superheroes What do people do all day Hurray for Diwali My first nativity	Blue Penguin (Science) - ADDED IN The Magic Paintbrush (Chinese) Tiger child (Chinese) <u>Past and Present -</u> Goldilocks and the Three Bears The Three Little Pigs The Three Billy Goats Gruff (Norway) The Elves and the Shoemaker (German)	The very hungry caterpillar (Science) Yucky Worms – Vivian French Aagrhhh Spider – Lydia Monks The Big Book of Bugs - Yuval Zommeon (Non-fiction) Mr Wolves Pancakes	A Seed Grows (Science) Tree: Seasons Come, Seasons Go - Patricia Hegarty and Britta Teckentrup (Picture book/Non-fiction) A First Book of Nature- Nicola Davis (Poetry)	What the ladybird heard (Science) Whose on the Farm? - Julia Donaldson Farmyard Hullabaloo – Giles Andreae Were going on a lion hunt – David Axtell The Ugly Five Rumble on the Jungle- Giles Andreae
Curriculum Enhancements/Wow Days	School Council Elections Eco Schools Drop ins Reading Afternoons	Drop ins Reading Afternoons Christmas Show Christmas craft afternoon Visit from Police/Fire/ Dentist.	Drop ins Reading Afternoons Ice Day	Drop ins Reading Afternoons Caterpillars to Butterflies Visit to Local church for Easter Easter craft afternoon Mini beast dress up day to introduce topic	Drop ins Reading Afternoons Local artist visit	Drop ins Reading Afternoons Chick Life Cycle Dentist Visit Cake Sale Maths Big Share Afternoon **Trip: Banham Zoo**
Significant dates and events	Black History Month	Diwali Bonfire Night November Remembrance Day Christmas Children in Need	Chinese New Year NSPCC Number Day Mental Health Week Internet Safety Day Red Nose Day	Pancake Day Science Week Easter Mothering Sunday		Sports Day Father's Day
Talk for Writing	5 Stories in 5 weeks Little Jack The rainbow Princess Let me come in The Magic Porridge pot Quackling	The Gingerbread Man **Journey story** and; so; but Once upon a time Unfortunately	Baby Mouse **Journey story** and; so; but; until Once upon a time Early one morning First Finally	Sleepy Bumble Bee **Journey story** and; but; because; so One sunny day After that Just then	Jack and the Beanstalk **Beat the Baddy story** who; and; but; so; until; when Once upon a time One day; Early one morning; Luckily A few weeks later Just then	Farmer Duck **Beat the Baddy story** who; but; because; so; until Once upon a time First; Next; Then Early next morning Suddenly The following day
PHONICS (Little Wandle) Literacy	Phase 2 graphemes - s a t p i n m d g o c k ck e u r h b f l Tricky words – is, I,the	Phase 2 graphemes - ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)	Phase 3 graphemes - ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words Tricky words - was you they my by all are sure pure	Phase 3 graphemes - Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es	Phase 4 - Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in	Phase 4- Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –

		Tricky words - put* pull* full* as and has his her go no to into she push* he of we me be		/z/ at the end • words with –s /s/ and /z/ at the end Tricky words - Review all taught so far	suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est Tricky words - said so have like some come love do were here little says there when what one out today	er, –est • longer words and compound words Tricky words – review all taught so far
Literacy	Name recognition Giving meaning to the marks they make Writing initial sounds	Name writing. Letter formation. Writing initial/end sounds of words	Reading and writing CVC words Labelling minibeasts	Reading and writing on CVC sentences/ captions Writing a Butterfly Lifecycle	Encouragement of independent writing Weekend news, story writing Labelling parts of a plant	Encouragement of independent writing Weekend news, story writing
Communication and Language	Listening to simple stories and remembering/understanding what has happened. Learning rhymes, songs and poems. Learning our friends and teacher's names. Sharing All About Me books with peers.	Listening to simple stories and remembering/understanding what has happened. Learning rhymes, songs and poems. Engage in non-fiction texts	Listen to and talk about nonfiction stories. Engage in non-fiction texts. Using new vocabulary. Modelling of who,what,when,how? questions to clarify their understanding.	Retelling of stories they are familiar with. Children starting to ask who,what,when,how? questions to clarify their understanding.	Children to start using recently learnt vocabulary to explain why and how things happen.	Children to express their ideas using full sentences including conjunctions such as because.
PSED (RSE)	Core Theme 1 – Relationships *Big Question: Who is special to me?* **Managing self:** being independent, toileting, dressing, self-care. **Self regulation:** class working agreement, learning classroom rules, learning about and identifying different emotions	Core Theme 2 – Health and Wellbeing (A) *Big question: How can I stay safe?*	Core Theme 3 – Living in the wider World (A) Big Question: What's in our world?	Core Theme 3 – Living in the wider World (B) Big Question: What jobs do people do? Being a safe pedestrian.	Core Theme 2 – Health and Wellbeing (A) Big question: What makes a good friend? **Managing self:** understanding the importance of healthy food choices.	Core Theme 1 : Relationships (B) Big Question: Who am I?
PD – Real PE						

	Unit1-PERS Co-ordination Static Balance	Unit 2-SOC Dynamic Balance to Agility Static Balance	Unit 3 - COGNITIVE Dynamic Balance Static Balance **realDance**	Unit 4 - CREATIVE Co-ordination Counter Balance **realGymnastics**	Unit 5 - PHYS Co-ordination Agility **Sportshall Athletics**	Unit 6 - H&F Agility Static Balance **Sportshall Athleics**
Maths (Mastering Number)	MN1-4	MN6-11	MN12-16	MN17-20	M21-25	MN26-31
Understanding of the World Science, history, geography	**Past and Present** – Timelines of life. Can talk about what has happened in their lives so far. **Science** – Our bodies, facial features. Looking after my own health: managing self- washing hands, self-care. People, Cultural and Communities – Children describing themselves and looking at similarities and differences between themselves and others.	**Past and Present** - Can start to understand things that have happened in the past and events that may happen in the future for example birthdays, family events and celebrations. **Science** –Changing states of matter: Making gingerbread. -Changing seasons; plants and trees in Autumn; light and dark. Exploring shadows. Make objects from different materials – Junk modelling **People, Cultural and Communities** - children describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps Local area- Drayton, Norwich, UK. Looking at how people celebrate in different cultures. Learning about Christmas and Divali.	**Past and Present** – Stories from the past, looking at stories from different places around the world. **Science –** Lifecycle of a penguin. Antarctic habitats. Explore the natural world around them, making observations and drawing pictures of Antarctic animals. Changing states of matter: Freezing and melting. People, Culture and Communities -Similarities and differences between life in this country and life in Antarctic.	**Past and Present –** Introduction of class snack table prompt. Pictures of objects to compare/ chat about. New,newer,newest. **Science –** Lifecycle of a butterfly. Life cycle of a frog.Wormery; butterfly life cycle; Insects and mini beasts. Weather/seasons signs of Spring. **Science Week- an experiment a day** People, Culture and Communities - Revisiting Christianity and learning about the celebration of Easter.	**Past and Present-** We will compare farm vehicles in the past to present and use words like old/new. (Ashford's Tractor/ Old Tractor) **Science –** Growing of plants/ Planting beans; beanstalks Lifecycle of a sunflower. The difference between fruit and vegetables. Changing seasons.	**Past and Present** – review of reception. Things they have enjoyed/ friends they have made. Best stories etc. **Science-** Farm animals; growing food; life cycle of a duck/chick People, Cultural and Communities – Similarities and differences between life in this country and life in Africa.
Expressive Arts & Design D&T, Art, Music	Drawing and painting- Self Portraits Collage – Faces **Artist – Hanoch Pivon** Observational Drawing This term's songs – • Head, shoulders knees and toes. • Harvest rock and roll	**DT: Structures** Sculpture models out of junk modelling (transport/bridges) Diwali – Diva Lamps (Clay) Handprints (Rangoli) Introducing colour mixing/printing	**Artist- Andy Goldworthy** sculptures and land art	**DT: Cooking and Nutrition** Observational Drawing using different materials – Plants/Animals **Artist: Eric Carle:** Collage – Exploring texture (Habits/Animals)	**Artist -Yayoi Kusuma –** dots and colour mixing Observational Drawing This terms song :	**DT: Textiles** Texture/Materials - Large scale Weaving – crowns/flags/ large tapestry Observational Drawing Ther terms song: • Old MacDonald had a farm.

		Observational Drawing This terms songs: • Nativity songs for performance • Jump upon my tail- Charanga	Observational Drawing This terms songs- • Penguin song	Observational Drawing This terms songs: • There's a tiny Caterpillar on a leaf • Mothers Day song	• Oats and beans and barely grow	• Were going to the zoo
Religious Education – Norfolk Agreed Syllabus	What is right? What is wrong? What is 'good'? Say what matters to them or is of value. Link to school rules.	What does the word 'God/s' mean? What does the word religious/belief mean? What ceremonies and festivals have you taken part in? e.g. Christmas **Christmas** **Diwali**	**Big Q: How do People Celebrate?** What happens in a church? What do people wear because of their belief? **Chinese New Year**	**Big Q: How do people celebrate?** e.g. Easter, Eid Compare different foods. **Easter**	What might people use this artefact for? Name some religious artefacts.	