

# St Edward's Reception Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Religious Education</b>	<b>Myself</b> - God knows and loves each one. <b>Welcome</b> - Baptism; a welcome to God's family <b>Birthday</b> - Looking forward to Jesus' birthday.		<b>Celebrating</b> - People celebrate in Church <b>Gathering</b> - The Parish family gathers to celebrate the Eucharist <b>Growing</b> - Looking forward to Easter		<b>Good News</b> - Passing on the Good news of Jesus <b>Friends</b> - Friends of Jesus <b>Our World</b> - God's wonderful world	
<b>Theme</b>	At School Black History Month	Dinosaurs Birthdays (Christmas)	Traditional Tales Construction (Bridges)	Planting & Growing Animals & their young	Travel Transport	Aliens Space
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important. Articulate ideas and thoughts in well-formed sentences. Describe events in some detail. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Develop social phrases.	Learn new vocabulary and use it through the day. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Use new vocabulary in different contexts. Engage in non-fiction books.	Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Learn rhymes, poems and songs.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Make comments about what they have heard and ask questions to clarify their understanding. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<b>Literacy</b>	<b>Harry and the dinosaurs go to school.</b>  <b>So Much (BHM)</b>  Write their name of some of the letters in their name.	<b>Harry and the Dinosaurs Have A Happy Birthday</b>  <b>The Jolly Christmas Postman</b>  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	<b>Goldilocks</b>  <b>The Three Billy Goats Gruff</b>  Read and re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<b>Jack and the Beanstalk</b>  <b>Jasper's Diary</b> (linked to diary writing)  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own	<b>We're Going on a Bear Hunt</b>  <b>The Gruffalo</b>  Say a sound for each letter in the alphabet and at least 10 digraphs. Spell words by identifying sounds in them and	<b>Aliens Love Underpants</b>  <b>Beegu</b>  Write simple phrases and sentences that can be read by others.  Write irregular common words.

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	<p>Read individual letters by saying the sounds for them.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Re-tell stories using their own words.</p> <p>Anticipate key events in stories.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p>representing the sounds with a letter or letters.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Extend sentences by using conjunctions.</p> <p>Re-read what they have written to check that it makes sense and edit where necessary.</p>
<b>Role Play</b>	IN/OUT - Kitchen/ Home/School	IN - Birthday Party OUT - Post office	IN- Dentist/Doctor OUT - Bridges/Billy goats	IN - Garden Centre OUT - Planting Area	IN - Transport OUT- Bear cave/Bear Hunt	IN - Spaceship OUT - Space centre
<b>Mathematics</b>	<p>Number recognition</p> <p>Ordering numbers</p> <p>Counting objects</p> <p>Number writing</p> <p>Begin to subitise</p> <p>Counting on and back</p>	<p>Number writing</p> <p>Subitising</p> <p>One more/less</p> <p>Addition and subtraction</p> <p>Continue and create repeating patterns</p> <p>Compose and decompose shapes</p>	<p>Automatically recall number bonds for numbers 0-5</p> <p>Capacity</p> <p>Weight</p> <p>Money</p>	<p>Time</p> <p>Length</p> <p>Explore the composition of numbers to 10.</p> <p>Subitising</p> <p>Halving</p> <p>Doubling</p>	<p>Deep understanding of number to 10, including the composition of each number.</p> <p>Subitise up to 5.</p> <p>Automatically recall number bonds up to 5 (including subtraction facts) and some number</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater/less than or the same as the other quantity.</p>

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					bonds to 10, including double facts.	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<b>PSED</b>	Group and class rules Behaviour and consequences See themselves as a valuable individual. Build constructive and respectful relationships. Manage own needs.	Confident to try new activities. Show resilience and perseverance in the face of challenge. Manage own basic hygiene and personal needs, such as, dressing, going to the toilet and understanding the importance of healthy food choices and oral health.	Confident to speak in a familiar group and will talk about their ideas Express feelings and consider the feelings of others.	Adjust behaviour to different situations. Identify and moderate own feelings socially and emotionally. Explain the reasons for rules, know right from wrong and try to behave accordingly.	Work as part of a group or class and understand and follow the rules. Think about the perspectives of others. Give focused attention and respond appropriately even when engaged in activity. Ability to follow instructions involving several ideas or actions.	Resolving conflict with peers. Think about the perspectives of others. Work and play cooperatively and take turns with others.
<b>Physical Development</b>	Manage own basic hygiene and personal needs successfully. Develop the skills to manage the school day successfully, including talking about and managing different emotions. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Hold pencils effectively and form recognisable letters, most of which are correctly formed. Develop small motor skills, use a range of tools competently, safely and confidently. Begin to demonstrate good pencil control to develop natural flow of writing.	Talk about the importance of good health, physical exercise and a healthy diet including oral hygiene - tooth brushing. Discuss how we keep healthy and safe and factors supporting overall health and well-being: regular physical activity, healthy eating, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian	Practice appropriate safety measures without direct supervision. Confidently and safely use a range of large and small apparatus indoors and outside. Develop confidence, competence, precision and accuracy when engaging in ball activities. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.	Travel with confidence and skill in a variety of ways including around, under, over and through balancing and climbing equipment. Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility Negotiate space and obstacles safely, with consideration for themselves and others.	Games and Team games Sports day Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.



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			Use a range of small tools, including scissors, paintbrushes and cutlery.		Demonstrate strength, balance and coordination when playing.	
<b>Understanding the World</b>	<b>Autumn</b> <b>Ourselves</b> Talk about past and present events in their own lives and in the lives of family members. Talk about similarities and differences among our families.	<b>Fireworks &amp; Festivals</b> Talk about similarities and differences between themselves and others and communities and traditions. Show an awareness that other children don't always enjoy the same things and demonstrate sensitivity to this.	<b>Chinese New Year</b> <b>Healthy Living - food and exercise</b> Visit Queen's market. Children to make fruit salads, smoothies etc. with ingredients bought from the market.	<b>Animals</b> <b>Growing</b> Children talk about their own immediate environment and how environments might vary from one another.	<b>Plants/growing</b> - (look at seeds planted in Spring 2) <b>Decay</b> Make observations of animals and plants and explain why some things occur and talk about changes.	<b>Our World</b> <b>Earth &amp; Space</b> Children know about similarities and differences in relation to places, objects, materials and living things.
<b>EAD</b>	<b>Autumn leaves</b> <b>Vegetable printing</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses.	<b>Poppy wreath, Clay divas</b> <b>Christmas cards, Nativity</b> Create collaboratively sharing ideas, resources and skills. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody.	<b>Winter pictures</b> <b>Chinese calligraphy</b> Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	<b>Observational drawings</b> <b>Share their creations,</b> explaining the process they have used. Sing a range of well-known nursery rhymes and song	<b>Creating healthy meals</b> <b>using collage and other mixed media</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make use of props and materials when role playing characters in narratives and stories.	<b>Scribing stories for acting and role play.</b> Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. Invent, adapt and recount narratives and stories with peers and their teacher.
<b>Educational visits and visitors</b>	Visiting Theatre company/Storytelling (linked to BHM)	Panto Post office	Queen's Market Visit	Farm	West Ham Park	Teddy Bear's Picnic Sports Day