

St. Anne (Stanley) C of E Primary School - Reception Curriculum Map

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
<p>Personal, Social and Emotional Development</p> <p>Making Relationships</p> <p>Self-Confidence and Self-awareness</p> <p>Managing Feelings and Behaviour</p>	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Can select and use activities and resources with help.</p> <p>Enjoys responsibility of carrying out small tasks.</p>	<p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>Shows confidence in asking adults for help.</p> <p>Welcomes and values praise for what they have done.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p>	<p>Initiates conversations, attends to and takes account of what others say.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p>Children are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p>Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Children are confident to try new activities, and say why they like some activities more than others.</p> <p>They work as part of a group or class, and understand and follow the rules.</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride.</p>

Communication and Language

Listening and Attention

Understanding

Speaking

Responds to instructions involving a two-part sequence.

Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props.

Listens and responds to ideas expressed by others in conversation or discussion.

Listens to others one to one or in small groups, when conversation interests them.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).

Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*)

Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

Uses language to imagine and recreate roles and experiences in play situations.

Introduces a storyline or narrative into their play.

Focusing attention – still listen or do, but can shift own attention.

Is able to follow directions (if not intently focused on own choice of activity).

Uses talk in pretending that objects stand for something else in play, e.g. *'This box is my castle.'*

Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.

Two-channelled attention – can listen and do for short span.

Links statements and sticks to a main theme or intention

Listens to stories with increasing attention and recall.

• Uses a range of tenses (e.g. *play, playing, will play, played*).

Uses vocabulary focused on objects and people that are of particular importance to them.

Builds up vocabulary that reflects the breadth of their experiences.

Maintains attention, concentrates and sits quietly during appropriate activity.

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.

Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

Uses intonation, rhythm and phrasing to make the meaning clear to others.

Children listen attentively in a range of situations.

Children follow instructions involving several ideas or actions.

They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

They develop their own narratives and explanations by connecting ideas or events.

They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

They give their attention to what others say and respond appropriately, while engaged in another activity.

They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Children express themselves effectively, showing awareness of listeners' needs.

Physical Development

Moving and Handling

Health and Self-Care

Experiments with different ways of moving.

Shows a preference for a dominant hand.

Begins to use anticlockwise movement and retrace vertical lines.

Eats a healthy range of foodstuffs and understands need for variety in food.

Usually dry and clean during the day.

Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

Uses simple tools to effect changes to materials.

Begins to form recognisable letters.

Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.

Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

Jumps off an object and lands appropriately.

Travels with confidence and skill around, under, over and through balancing and climbing equipment.

Handles tools, objects, construction and malleable materials safely and with increasing control.

Shows understanding of how to transport and store equipment safely

Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.

Practices some appropriate safety measures without direct supervision.

Children show good control and co-ordination in large and small movements.

They move confidently in a range of ways, safely negotiating space.

They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

They handle equipment and tools effectively, including pencils for writing.

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Literacy

Reading

Writing

Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.

Enjoys an increasing range of books.

Listens to and joins in with stories and poems, one-to-one and also in small groups.

Recognises familiar words and signs such as own name and advertising logos.

Looks at books independently.

Handles books carefully.

Holds books the correct way up and turns pages.

Sometimes gives meaning to marks as they draw and paint.

Ascribes meanings to marks that they see in different places.

Hears and says the initial sound in words.

Knows that information can be retrieved from books and computers.

Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Knows information can be relayed in the form of print.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Beginning to be aware of the way stories are structured.

Suggests how the story might end.

Listens to stories with increasing attention and recall.

Describes main story settings, events and principal characters.

Shows interest in illustrations and print in books and print in the environment.

Can segment the sounds in simple words and blend them together and knows which letters represent some of them.

Begins to read words and simple sentences.

Enjoys rhyming and rhythmic activities.

Shows awareness of rhyme and alliteration.

Recognises rhythm in spoken words.

Continues a rhyming string.

Links sounds to letters, naming and sounding the letters of the alphabet.

Children read and understand simple sentences.

They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words.

Children use their phonic knowledge to write words in ways which match their spoken sounds.

Some words are spelt correctly and others are phonetically plausible.

They demonstrate understanding when talking with others about what they have read.

They also write some irregular common words.

They write simple sentences which can be read by themselves and others.

Mathematics

Numbers

Shape, Space and Measure

Recognise some numerals of personal significance.

Recognises numerals 1 to 5.

Counts up to three or four objects by saying one number name for each item.

Counts actions or objects which cannot be moved.

Counts objects to 10, and beginning to count beyond 10.

Counts out up to six objects from a larger group.

Records, using marks that they can interpret and explain.

Can describe their relative position such as '*behind*' or '*next to*'.

Uses familiar objects and common shapes to create and recreate patterns and build models.

Orders and sequences familiar events.

Recites numbers in order to 10.

Knows that numbers identify how many objects are in a set.

Beginning to represent numbers using fingers, marks on paper or pictures.

Sometimes matches numeral and quantity correctly.

Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.

Counts an irregular arrangement of up to ten objects.

Uses the language of 'more' and 'fewer' to compare two sets of objects.

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.

Selects a particular named shape.

Estimates how many objects they can see and checks by counting them.

Finds the total number of items in two groups by counting all of them.

Says the number that is one more than a given number.

In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.

Orders two or three items by length or height.

Finds one more or one less from a group of up to five objects, then ten objects.

Begins to identify own mathematical problems based on own interests and fascinations.

Orders two items by weight or capacity.

Measures short periods of time in simple ways.

Uses everyday language related to time.

Beginning to use everyday language related to money.

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.

They recognise, create and describe patterns.

Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.

They solve problems, including doubling, halving and sharing.

They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World	Enjoys joining in with family customs and routines.	Uses ICT hardware to interact with age-appropriate computer software.	Completes a simple program on a computer.	Looks closely at similarities, differences, patterns and change.	Children talk about past and present events in their own lives and in the lives of family members.	They know that other children don't always enjoy the same things, and are sensitive to this.
	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.	Knows that information can be retrieved from computers			Children know about similarities and differences in relation to places, objects, materials and living things.	They know about similarities and differences between themselves and others, and among families, communities and traditions.
	Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.				They make observations of animals and plants and explain why some things occur, and talk about changes.	They talk about the features of their own immediate environment and how environments might vary from one another.
	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.				Children recognise that a range of technology is used in places such as homes and schools.	They select and use technology for particular purposes.
Expressive Arts and Design	Begins to build a repertoire of songs and dances.	Selects tools and techniques needed to shape, assemble and join materials they are using.	Constructs with a purpose in mind, using a variety of resources.	Selects appropriate resources and adapts work where necessary.	Children sing songs, make music and dance, and experiment with ways of changing them.	They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Explores the different sounds of instruments.	Introduces a storyline or narrative into their play.	Experiments to create different textures.	Understands that different media can be combined to create new effects.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
	Explores what happens when they mix colours.	Plays alongside other children who are engaged in the same theme.	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	Uses simple tools and techniques competently and appropriately.		
Exploring and using Media and Materials	Manipulates materials to achieve a planned effect.	Plays cooperatively as part of a group to develop and act out a narrative.				
Being Imaginative	Create simple representations of events, people and objects.	Chooses particular colours to use for a purpose.				
Religious Education	Friendship	I am Special	Stories Jesus Heard	Easter	Special Places	Prayer
	Harvest	Christmas	Stories Jesus Told		Special Times	God/Creation

Children in the EYFS (Early Years Foundation Stage) are taught by ensuring challenging, playful opportunities across the **prime** and **specific** areas of learning and development.