

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

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|--|---|--|--|
| <p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p> | <p>Understand how to listen carefully and why listening is important.</p> <p>Develop social phrases.</p> <p>Engage in storytimes.</p> <p>Learn rhymes, poems and songs.</p> | <p>Learn new vocabulary.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> | <p>Use new vocabulary through the day.</p> <p>Describe events in some detail.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> | <p>Connect one idea or action to another using a range of connectives.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in non-fiction books.</p> | <p>Use new vocabulary in different contexts.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> | <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> |
| <p>Observational Check Point</p> | <p>Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?</p> <p>Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?</p> <p>Can the child answer simple ‘why’ questions?</p> | | | | | |
| <p>Early Learning Goals</p> | <p>Listening, Attention and Understanding- children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | | | | | |

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Speaking- children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.

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| <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>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Manage their own needs:</p> <ul style="list-style-type: none"> • Personal hygiene | | <p>Think about the perspectives of others.</p> | <p>Identify and moderate their own feelings socially and emotionally.</p> | <p>Show resilience and perseverance in the face of challenge.</p> | <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • teeth brushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian |
| <p>Observational Check Point</p> | <p>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor.</p> <p>Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.</p> <p>Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p> | | | | | |
| <p>Early Learning Goals</p> | <p>Self-Regulation - children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | | | | | |

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Managing Self - children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships - children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

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| <p>Physical Development</p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p> | <p>Revise and refine the fundamental movement skills they have already acquired:</p> <p>rolling crawling walking jumping running hopping skipping climbing</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes</p> | <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> | <p>Combine different movements with ease and fluency.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> | <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> | <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> |
| <p>Early Learning Goals</p> | <p>Gross Motor Skills- children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills- children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint brushes and cutlery. - Begin to show accuracy and care when drawing. | | | | | |

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| Literacy | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|----------|---|--|
| Comprehension Reading Writing | Read individual letters by saying the sounds for them. | Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. | Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. | | Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with letter/s. | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Form lower-case and capital letters correctly. |
| Early Learning Goals | <p>Comprehension- children at the expected level of development will:</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate – where appropriate – key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading- children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing- children at the expected level of development will:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others. | | | | | |

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| Mathematics | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------------|---|---|---|---|--|----------|
| Number Numerical Patterns | Count objects, actions and sounds. Continue, copy and create repeating patterns. | Subitise. Understand the 'one more than/one less than' relationship between consecutive numbers. Select, rotate and manipulate shapes to develop spatial reasoning skills | Link the number symbol (numeral) with its cardinal number value. Automatically recall number bonds for numbers 0–5 Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can | Compare numbers. Automatically recall number bonds for numbers 0–5 and some to 10. | Count beyond ten. Explore the composition of numbers to 10. Compare length, weight and capacity. | |
| Early Learning Goal | <p>Number- children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns - children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | | | |

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|---------------------------------|--|---|-------------------------------------|---|--|---|
| Understanding the World | Talk about members of their immediate family and community. | Name and describe people who are familiar to them. | Draw information from a simple map. | Explore the natural world around them. | Comment on images of familiar situations in the past. | Recognise some environments that are different from the one in which they live. |
| Past and Present | Understand the effect of changing seasons on the natural world around them. | Recognise that people have different beliefs and celebrate special times in different ways. | | Describe what they see, hear and feel whilst outside. | Compare and contrast characters from stories, including figures from the past. | Recognise some similarities and differences between life in this country and life in other countries. |
| People, Culture and Communities | | Understand that some places are special to members of their community. | | | | |
| The Natural World | | | | | | |
| Early Learning Goal | <p>Past and Present- children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People Culture and Communities - Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World- children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | |

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| <p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p> | <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> | <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> | <p>Develop storylines in their pretend play.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> | <p>Create collaboratively, sharing ideas, resources and skills.</p> | <p>Explore and engage in music making and dance, performing solo or in groups.</p> |
| <p>Early Learning Goal</p> | <p>Creating with Materials- children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive- children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. | | | | | |

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| Religious Education | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------|---|--|--|----------|---|-----------------------------------|
| Including: Nativity | Friendship: What makes a good friend? Harvest: Saying thank you to God at harvest time | I am Special Christmas: How do we celebrate Jesus' birthday? | Listening to the stories Jesus heard Stories Jesus Told: Why did Jesus tell stories? | Easter | Special Places: What makes a place special/holy? Special Times: How do we celebrate special times? | Prayer: What is prayer? |

The above 7 areas of learning and development (3prime and 4 specific) are taken directly from **Development Matters - Non-statutory curriculum guidance for the early years foundation stage (July 2021)**, all are important and inter-connected. The development of children's spoken language underpins all 7 areas of learning and development.

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.

Characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.