

Year: Reception - Curriculum Map 2019-2020

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal and Social Development	<p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Children play co-operatively, taking turns with others.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</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 talk about how they and others</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others.</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>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can describe self in positive terms and talk about abilities.</p>	<p>They take account of one another's ideas about how to organise their activity.</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>They say when they do or don't need help.</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>	<p>Children play co-operatively, taking turns with others.</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>They 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 are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</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</p>	<p>Children play co-operatively, taking turns with others.</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>They 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 are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</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</p>	<p>Children play co-operatively, taking turns with others.</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>They 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 are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</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</p>

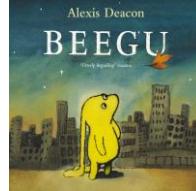
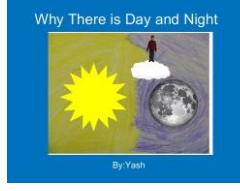
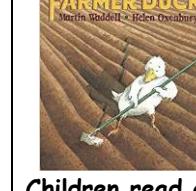
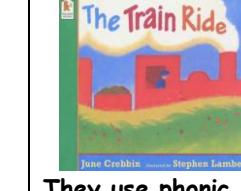
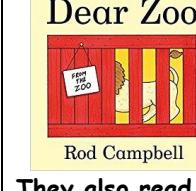
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	<p>show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>			<p>behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow the rules.</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>know that some behaviour is unacceptable.</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>	<p>behaviour is unacceptable.</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>
Physical Development	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Uses simple tools to effect changes to materials. Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows understanding of how to transport and store equipment safely. 	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>They manage their own basic hygiene and personal needs</p>	<p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>They manage their own basic hygiene and personal needs</p>

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	<p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>				<p>successfully, including dressing and going to the toilet independently.</p>	<p>successfully, including dressing and going to the toilet independently.</p>
Communication and Language	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Children follow instructions involving several ideas or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Uses talk to organise, sequence and clarify</p>	<p>Two-channelled attention - can listen and do for short span.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Able to follow a story without pictures or props.</p> <p>Links statements and sticks to a main theme or intention.</p>	<p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively, showing awareness of listeners' needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Children follow instructions involving several ideas or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively, showing awareness of listeners' needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Children follow instructions involving several ideas or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively,</p>	<p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Children follow instructions involving several ideas or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively,</p>

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	<p>thinking, ideas, feelings and events.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>				<p>showing awareness of listeners' needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>showing awareness of listeners' needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>
Literacy	 <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Hears and says the initial sound in words. Enjoys an increasing range of books.</p> <p>They demonstrate understanding when talking with others</p>	 <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words</p>	 <p>Continues a rhyming string.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly</p>	 <p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>Children use their</p>	 <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>Children use their</p>	 <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>They also write some irregular common words.</p> <p>They write simple</p>

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	<p>about what they have read.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>and simple sentences.</p> <p>Begins to break the flow of speech into words.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p>	<p>identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p>	<p>phonetic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p>	<p>They write simple sentences which can be read by themselves and others.</p>	<p>sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>
Maths	<p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger</p>	<p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and</p>	<p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Beginning to use everyday language related to money.</p>	<p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Children use everyday language to talk about size , position, weight, time, money and distance to compare quantities and objects and to solve problems.</p>	<p>Children count reliably with numbers from one to 20.</p> <p>Place numbers in order.</p> <p>Say which number is one more or one less than a given number.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Using quantities and objects, they add two single-digit numbers and count on to find the answer.</p> <p>Using quantities and objects, they subtract two single-digit numbers and back to find the answer.</p> <p>Children use everyday language to talk about time to compare quantities and objects and to solve problems.</p> <p>Children use everyday language to talk about money to compare quantities and objects</p>

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	<p>group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Orders two or three items by length or height.</p> <p>They solve problems, including doubling, halving and sharing.</p> <p>Children use everyday language to talk about size , position, weight, time, money and</p>	<p>subtracting</p> <p>Selects a particular named shape.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Orders two items by weight or capacity.</p> <p>Uses everyday language related to time.</p>	<p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>			<p>and to solve problems.</p> <p>They recognise, create and describe patterns.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
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	distance to compare quantities and objects and to solve problems.					
RE	Myself	Welcome Birthdays	Celebrations	Gathering Growing	Good News	Friends Our World
Cornerstones Topic	 Do you want to be friends?	 Are carrots orange?	 Will you read me a story?	 Do cows drink milk?	 Who lives in a rock pool?	 Why do zebras have stripes?
Understanding of the World	Enjoys joining in with family customs and routines. They know about similarities and differences between themselves and others, and among families, communities and traditions. Looks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places, objects, materials and living things. Uses ICT hardware to interact with age-	Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.	Children talk about past and present events in their own lives and in the lives of family members. They talk about the features of their own immediate environment and how environments might vary from one another. Children recognise that a range of technology is used in places such as homes and schools.	They know that other children don't always enjoy the same things, and are sensitive to this. They make observations of animals and plants and explain why some things occur, and talk about changes.	They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. They talk about the features of their own immediate environment and how environments might vary from one another.	They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. They talk about the features of their own immediate environment and how environments might vary from one another.

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	<p>appropriate computer software.</p> <p>They select and use technology for particular purposes.</p>				<p>changes.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>	<p>changes.</p> <p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>
EAD	<p>Explores the different sounds of instruments</p> <p>Explores what happens when they mix colours</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Create simple representations of events, people and objects</p> <p>They represent their own ideas, thoughts and feelings through</p>	<p>Begins to build a repertoire of songs and dances.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Chooses particular colours to use for a purpose.</p>	<p>Uses simple tools and techniques competently and appropriately.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Understands that different media can be combined to create new effects.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through, art, music, dance, role play and stories.</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through, art, music, dance, role play and stories.</p>

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	art, music, dance, role play and stories.	Introduces a storyline or narrative into their play.				
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