

**Reedley Primary School Curriculum Map**  
**Reception (2023-2024)**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>My World</b>	<b>Toys – Old and New</b>	<b>Splish, Splash, Splosh – Water!</b>	<b>Animals</b>	<b>Growth and Changes</b>	<b>Journeys and Transport</b>
Visitor/visits/experiences	Mother and Baby visit Doctor, police, dentist visit	Library Loan box – old toys Visit to the post office/post box	Weather and season walk around school	Farm Trip	Caterpillars Visit to Church and Mosque	Season walk around school
Maths (Number and Numerical Patterns)	Getting to Know You: - Baseline  Just Like Me: - Match and sort - Compare amounts  It's Me, 1, 2, 3!: - Representing, comparing and composition of 1, 2, 3 - 2D shape – circles and triangles - Positional language	Light and Dark: - Representing, comparing and composition to 5 - One more, one less - 2D shapes – squares and oblongs - Time  Just Like Me: - Compare size, mass and capacity - Exploring pattern	Alive in 5: - Introducing 0 - Comparing numbers to 5 - Composition of 4 and 5 - Compare mass - Compare capacity  Growing 6, 7, 8: - Representing, comparing and composition of 6, 7, 8 - Combining two amounts - Making pairs	Growing 6, 7, 8: - Length and height - Time  Building 9 and 10: - Counting to 9 and 10 - Comparing numbers to 10 - Bonds to 10 - 3D shapes - Spatial awareness - Patterns	To 20 and beyond: - Build numbers beyond 10 - Count patterns beyond 10 - Spatial reasoning - Match, rotate, manipulate  First, then, now: - Adding more - Taking away - Spatial reasoning - Compose and decompose	Find my Pattern: - Doubling - Sharing and grouping - Even and odd - Spatial reasoning - Visualise and build  On the Move: - Deepening understanding - Patterns and relationships - Spatial mapping - Mapping
Literacy (Comprehension, Word Reading, Writing)	Traditional Tales The Three Little Pigs  Non-fiction Busy People series (Police, Vet, Firefighter, Doctor, Librarian, etc)	Story on a Theme Lost in the Toy Museum  Non-fiction Having Fun: Then and Now  Religious Stories The Nativity	Repetitive Stories The Wind Blew  Story on a Theme The Rainbow Fish <a href="#">SUSC – explore stimulus for thinking about the consequences of right and wrong behaviour. Also consider different perspectives.</a>	Poems by the Same Author Rumble in the Jungle; Commotion in the Ocean; Farmyard Hullabaloo	Crunching Munching Caterpillar  Traditional Tales Jack and the Beanstalk	Whatever Next  The Naughty Bus
Personal, Social, Emotional Development (Self-Regulation, Managing Self, Building Relationships)	Myself and My World: - Developing relationships - Understanding feelings - Learning to help our new friends - Creating Class Promise - Managing behaviour - Internet Safety	Celebrating Similarities and Differences: - Uniqueness – what makes me special - Showing awareness and sensitivity to own and others' beliefs and celebrations - Showing Sense of trust - Dentists and oral hygiene	Dreams and Goals: - Never giving up - Goal setting - Care of others and property	Relationships: - Making friends - Dealing with falling out - Being a good friend Overcoming obstacles	We are Always Changing: - My body and being healthy - Growing up - Showing care for living things	Healthy Me: - My body and exercise - Healthy eating - Oral hygiene - Screen time - Road safety - Sleep - Stranger danger - Sensitive to others beliefs - Dealing with change

	<p>SMSC – sharing of resources within the classroom, negotiating of responses and group problem solving</p> <p>SMSC – considering the benefits and potential dangers of the internet</p>	<p>SMSC – developing awareness of and responding to others' needs and wants</p>				
Communication and Language	<ul style="list-style-type: none"> <li>- Speak to familiar adults and peers</li> <li>- Talk about families and ourselves</li> <li>- Talk about past and present</li> <li>- Listen to others ideas</li> <li>- Role play familiar experiences (home corner/Three Little Pigs House/doctors)</li> <li>- Role play traditional tales</li> <li>- Ask simple questions</li> <li>- WellComm Entry assessment</li> </ul>	<ul style="list-style-type: none"> <li>- Speak in sentences about first hand experiences</li> <li>- Talk about past and present Speak in sentences about the past</li> <li>- Answer what, what and where questions</li> <li>- Extend vocabulary</li> <li>- Ask questions</li> <li>- Role play familiar experiences (shop)</li> <li>- WellComm reassessment</li> </ul>	<ul style="list-style-type: none"> <li>- Speak in sentences about first hand experiences</li> <li>- Extend vocabulary</li> <li>- Answer who, what, where and when questions</li> <li>- Role play TV reports (weather)</li> <li>- Begin to say what characters think and feel</li> </ul>	<ul style="list-style-type: none"> <li>- Retell first hand experience of a journey</li> <li>- Answer who, what, where, when, how and why questions</li> <li>- WellComm reassessment</li> </ul>	<ul style="list-style-type: none"> <li>- Follow instructions</li> <li>- Use talk to explain a process to others</li> <li>- Ask how and why questions</li> <li>- Talk about and describe growth and change in their environment</li> <li>- Role play traditional stories</li> <li>- Say what characters think and feel</li> </ul>	<ul style="list-style-type: none"> <li>- Role play familiar experiences (bus)</li> <li>- Show awareness of listener</li> <li>- WellComm reassessment</li> </ul>
Physical Development (Gross Motor Skills, Fine Motor Skills - PE)	<ul style="list-style-type: none"> <li>- Awareness of space</li> <li>- Action songs</li> <li>- Putting on coat and beginning to zip up</li> <li>- Large scale movements</li> <li>- Travelling in different ways</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to make meaningful marks</li> <li>- Join construction pieces</li> <li>- Holding a pencil correctly and/or comfortably.</li> <li>- Dress myself with adult support</li> <li>- Zip up coat</li> </ul>	<ul style="list-style-type: none"> <li>- Ball skills</li> <li>- Select and use tools to support learning</li> <li>- Holding a pencil correctly and/or comfortably.</li> <li>- Use one handed tools with support</li> </ul>	<ul style="list-style-type: none"> <li>- Apparatus – travel over, under and through</li> <li>- Balance</li> <li>- Body rolls</li> <li>- Use tools independently</li> <li>- Dance – different styles and music</li> </ul> <p>SMSC – delighting in movement particularly when pupils are able to show spontaneity</p>	<ul style="list-style-type: none"> <li>- Recognise changes to self when exercising</li> </ul>	<ul style="list-style-type: none"> <li>- Choose appropriate tool for task</li> </ul>
PE	Fundamental Movement Skills	Sending and Receiving	Net and Wall Skills	Gymnastics	Athletics	Invasion Games (Moving into space)
Understanding the World (Past and Present – History)	<p>Growing and change – how have we changed since we were babies? What couldn't we do as a baby that we can now?</p> <p>Hospitals – how and why have they changed? Florence Nightingale</p> <p>How homes have changed – (The House That Once Was)</p>	<p>Toys – now and then. Comparing toys from the past to toys from the present day.</p>				<p>Transport – land, water, air travel. How has transport changed over time.</p> <p>SMSC – raising questions about the effects of technological change on human life and the world around them (Transport and medical advances)</p> <p>Famous Astronauts – Tim Peake, Eileen Collins, Gherman Titov</p>

<p>Understanding the World (People, Cultures and Communities – RE, PSED)</p>	<p>My family and others' families – comparison and discussion</p> <p>SMSC – exploring similarities and differences and how respect for others can be expressed</p>	<p>Different religions (Christianity, Islam, Judaism)</p>	<p>Holy Books (Bible, Quran, Torah)</p> <p>Noah's Ark</p>	<p>Focus on the celebrations this half term (See below)</p>	<p>Places of worship (church, mosque, synagogue)</p> <p>SMS – engaging with text, artefacts and other sources from different religious backgrounds</p>	
<p>Celebrations</p>		<p>Bonfire Night Remembrance Day Diwali Hanukkah Christmas</p> <p>SMS – Exploring similarities and differences between faiths and cultures</p>	<p>New Year Chinese New Year</p>	<p>Shrove Tuesday/Ash Wednesday (In the holidays) Lent Easter Holi Ramadan</p> <p>MSC – Exploring spiritual choices and considering the impact of these on believers and relevance to own lives.</p>	<p>Eid al-Fitr (In the holidays)</p>	<p>Eid al-Adha</p>
<p>Understanding the World (The Natural World – Science, Geography)</p>	<p>Houses around the world – design, materials, weather, etc</p> <p>Exploring our school and its grounds – Journey stick</p>	<p>Toys – pushing and pulling</p> <p>British Science Week-growth investigation – measuring their height and comparing it with non-standard units comparing their height with others and their arm span.</p> <p>Playing – around the world. Comparing toys and games from around the world to toys they are familiar with.</p> <p>SMSC – Exploring similarities and differences and how respect for others can be expressed</p> <p>Seasons – calendars</p>	<p>Weather, seasons and school grounds (first hand experiences, journey stick - compare to Autumn Term)</p> <p>Water – importance, where it's found, what it's used for. Floating and sinking, changing states.</p> <p>SMS – Exploring how different cultures can offer great insights into how we lead our lives</p> <p>Famous scientist Archimedes – Linked to floating and sinking</p>	<p>Animals and environments – farm, jungle, ocean. Links to David Attenborough</p> <p>Maps and journeys – (google maps and digimaps – how did we get to our trip?)</p>	<p>Life Cycles – Butterflies, chicks, tadpoles, sunflowers and beans (real life experiences – butterflies)</p> <p>SMSC –By offering pupils the chance to explore the wonder of the natural world</p>	
<p>Expressive Arts and Design (Creating with Materials, Being Imaginative and Expressive – Art, DT, Music)</p>	<ul style="list-style-type: none"> <li>- Modelling how to use different media and materials to create drawings, painting, collages or structures.</li> <li>- Self portraits</li> <li>- Choose colours to match purpose</li> </ul>	<p>Art Week: Andy Goldsworthy – Natural materials</p> <p>MSC – considering pattern, order and scale both manmade and in the natural world</p> <ul style="list-style-type: none"> <li>- Constructs with purpose</li> <li>- Assembles and joins materials</li> </ul>	<p>Using a range of materials to create artwork and 3d models</p> <ul style="list-style-type: none"> <li>- Use a range of media to create meaningful marks and artwork</li> <li>- Constructs with purpose</li> <li>- Use tools safely</li> </ul>	<p>Art Week: Henri Matisse – Using shapes</p> <p>MSC – considering pattern, order and scale both manmade and in the natural world – link with Andy Goldsworthy</p> <ul style="list-style-type: none"> <li>- Painting and creating animals and their patterns</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Observational drawing</li> </ul>	<p>Art Week: Pablo Picasso – Position</p> <ul style="list-style-type: none"> <li>- Share their creations, explaining the process they have used</li> </ul>

	<ul style="list-style-type: none"> <li>- Kandinsky – linked to Maths (2d shape)</li> <li>- Action rhymes</li> <li>- Nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>- Create props to support role play</li> <li>- Puppets – spoon puppets, finger or hand puppets (joining materials in different ways, including sewing)</li> </ul> <p>SMSC – exploring dilemmas that individuals may face and developing practical solutions</p> <ul style="list-style-type: none"> <li>- Uses tools safely</li> <li>- Colour mixing and exploration</li> <li>- Nursery rhymes</li> <li>- Performing for an audience</li> <li>- Nativity</li> </ul> <p>MSC – making links between their learning and music</p>	<ul style="list-style-type: none"> <li>- Colour mixing and exploration</li> <li>- Experimenting with instruments</li> </ul>			
Music (Charanga)	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Music Appreciation	Alfie Boe		Pharrell Williams		James Brown – Living in America	