

**Reedley Primary School Curriculum Map
Reception (2024-2025)**

Subject	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Theme	Marvellous Me!	Let's Celebrate!	Dinosaur Detectives!	Traditional Tales!	Things that grow and change!	Let's go on an adventure!
Visitor/visits/ experiences	Mother and Baby visit Photos of families and homes	Pumpkin hunt Season walk around school	Dinosaur footprints	Visit from the big bad wolf	Caterpillars Farm trip	Pirate day and treasure hunt
Maths (Number and Numerical Patterns)	Baseline Number 1 Numbers to 2 Numbers to 3 Numbers to 4	Numbers to 5 Numbers to 6 Numbers to 7 Numbers to 8 Numbers to 9 Numbers to 10	Counting and Comparing Partitioning Addition and Subtraction Comparing Measures Sorting and Patterning	Shape Addition and Subtraction Multiplication and Division Space Time	Counting, Comparing and Ordering Numbers to 20 Measures (Length, Mass and Capacity) Money Shape, Sorting and Patterning	Multiplication and Division Space Time Addition and Subtraction Numbers to 20
Literacy (Comprehension, Word Reading, Writing)	Baseline (2 weeks) Story on a theme We're All Wonders by R.J. Palacio (2 weeks) Story on a theme Martha Maps It Out by Leigh Hodgkinson (2 weeks) Stories from other cultures Binny's Diwali by Thrithi Umrigar (1 week)	Repetitive stories We're Going on a Pumpkin Hunt by Goldie Hawk (2 weeks) Story on a theme Leaf man by Lois Elhert (2 weeks) Familiar rhymes (2 weeks) Religious Stories Nativity story (2 weeks)	Non-fiction texts A range of dinosaur non-fiction texts (2 weeks) Stories about people from history Little People, Big Dreams: Mary Anning by Maria Vegara (2 weeks) Stories from other cultures The story of Chinese New Year (2 weeks) SMSC – explore stimulus for thinking about the consequences of right and wrong behaviour. Also consider different perspectives.	Traditional Tales Goldilocks and the Three Bears (2 weeks) Traditional Tales Little Red Riding Hood (2 weeks) Religious stories The Easter Story (2 weeks)	Rhyming stories Oi Frog! By Kes Gray (1 week) Classic Stories The Very Hungry Caterpillar (1 week) Traditional Tales Jack and the Beanstalk (1 weeks) Poems The Farmyard Hulabaloo by Giles Andrea (2 weeks)	Stories in familiar settings The Naughty Bus by Jan Oke (2 weeks) Stories without words Journey by Aaron Becker (2 weeks) Fantasy stories Pirates Love Underpants by Claire Freedman (3 weeks)
Personal, Social, Emotional Development	Myself and My World: <ul style="list-style-type: none"> Developing relationships Understanding feelings 	Celebrating Similarities and Differences: <ul style="list-style-type: none"> Uniqueness – what makes me special 	Dreams and Goals: <ul style="list-style-type: none"> Never giving up Goal setting 	Relationships: <ul style="list-style-type: none"> Making friends Dealing with falling out Being a good friend 	We are Always Changing: <ul style="list-style-type: none"> My body and being healthy Growing up 	Healthy Me: <ul style="list-style-type: none"> My body and exercise Healthy eating Oral hygiene

<p>(Self-Regulation, Managing Self, Building Relationships)</p>	<ul style="list-style-type: none"> • Learning to help our new friends • Creating Class Promise • Managing behaviour • Internet Safety <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>	<ul style="list-style-type: none"> • Showing awareness and sensitivity to own and others' beliefs and celebrations • Showing Sense of trust • Dentists and oral hygiene <p>SMSC – developing awareness of and responding to others' needs and wants</p>	<ul style="list-style-type: none"> • Care of others and property 	<ul style="list-style-type: none"> • Overcoming obstacles 	<ul style="list-style-type: none"> • Showing care for living things 	<ul style="list-style-type: none"> – Screen time – Road safety – Sleep – Stranger danger – Sensitive to others beliefs – Dealing with change
<p>C&L</p>	<ul style="list-style-type: none"> – Speak to familiar adults and peers – Talk about families and ourselves – Talk about past and present – Listen to others ideas – Role play familiar experiences (home corner) – Ask simple questions – WellComm Entry assessment 	<ul style="list-style-type: none"> – Speak in sentences about first hand experiences – Talk about past and present – Talk about other cultures – Answer what, who and where questions – Extend vocabulary – Ask questions – Role play familiar experiences (enhancements based on cultural celebrations) – WellComm reassessment 	<ul style="list-style-type: none"> – Speak in sentences about first hand experiences – Talk about past and present – Extend vocabulary using non-fiction texts – Answer who, what, where and when questions – Role play Palaeologists 	<ul style="list-style-type: none"> – Talk about past and present – Begin to say what characters think and feel – Answer who, what, where, when, how and why questions – Speak in sentences about the past – Role play traditional tales – WellComm reassessment 	<ul style="list-style-type: none"> – Follow instructions to plant a seed – Use talk to explain a process to others – Ask how and why questions – Talk about and describe growth and change in their environment – Role play traditional stories – Say what characters think and feel 	<ul style="list-style-type: none"> – Retell first hand experience of a journey – Show awareness of listener – Create and retell own story – Describe and give instructions for directions using positional language (treasure map) – WellComm reassessment
<p>Physical Development (Gross Motor Skills, Fine Motor Skills - PE)</p>	<ul style="list-style-type: none"> – Awareness of space – Action songs – Putting on coat and beginning to zip up – Large scale movements – Travelling in different ways 	<ul style="list-style-type: none"> – Begin to make meaningful marks – Join construction pieces – Holding a pencil correctly and/or comfortably. – Dress myself with adult support – Zip up coat – Ball skills 	<ul style="list-style-type: none"> – Select and use tools to support learning – Holding a pencil correctly and/or comfortably. – Use one handed tools with support 	<ul style="list-style-type: none"> – Apparatus – travel over, under and through – Balance – Body rolls – Use tools independently 	<ul style="list-style-type: none"> – Recognise changes to self when exercising 	<ul style="list-style-type: none"> – Choose appropriate tool for task – Dance (Sandersons) – different styles and music <p>SMSC – delighting in movement particularly when pupils are able to show spontaneity</p>
<p>PE</p>	<p>Fundamental Movement Skills</p>	<p>Sending and Receiving</p>	<p>Net and Wall Skills</p>	<p>Gymnastics</p>	<p>Athletics</p>	<p>Invasion Games (Moving into space)</p>

<p>Understanding the World (Past and Present – History)</p>	<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>Our home and where we live. What do we do in our house at different times of the day, before school, after school, during the weekend.</p> <p>Daily routines, visual timetable and sequencing familiar events.</p>	<p>Investigating cultural celebrations and stories from a long time ago.</p> <p>Awareness of time and things that are celebrated every year. (last year, this year, next year)</p> <p>Talk about experiences at home and at school using tenses. E.g. I went/I will go.</p>	<p>Compare animals now and then. How have they changed? Why have they changed?</p> <p>Important people from history- Mary Anning</p>	<p>To know that traditional tales were written a long time ago and the versions have changed over time.</p> <p>Sequencing a story and talking about the beginning, middle and end.</p> <p>SMSC – Exploring similarities and differences and how respect for others can be expressed</p>	<p>Explore how things change over time (butterflies)</p> <p>Investigating a short amount of time (seconds) and a long time (weeks)</p> <p>Will the seed grow tomorrow? Why?</p>	<p>Transport – land, water, air travel. How long will it take in a car, plane, walking.</p> <p>Use a range of tenses when talking.</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>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>Chinese New Year</p>	<p>Focus on the celebrations this half term (See below)</p>	<p>Places of worship (church, mosque, synagogue)</p> <p>SMSC – engaging with text,, artefacts and other sources from different religious backgrounds</p>	
<p>Celebrations</p>	<p>Diwali</p>	<p>Bonfire Night Remembrance Day Hanukkah Christmas</p> <p>SMSC – Exploring similarities and differences between faiths and cultures</p>	<p>New Year Chinese New Year</p>	<p>Shrove Tuesday/Ash Wednesday/Lent Easter Holi Ramadan</p> <p>SMSC – Exploring spiritual choices and considering the impact of these on believers and relevance to own lives.</p>	<p>Eid al-Fitr</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 and making a map.</p> <p>Exploring our local area, streets, roads, landmarks.</p>	<p>Seasons – calendars and what happens to leaves in Autumn.</p> <p>Autumn: What happens to the weather?</p> <p>Exploring a pumpkin. What is inside? What happens to it over time?</p>	<p>Exploring animals that live in different places (jungle, ocean).</p> <p>Mary Anning's work as a fossil hunter. Explore how fossils are formed.</p> <p>Winter: What happens to the weather?</p>	<p>Mapping Little Red Riding Hood's journey to Grandma's.</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>Life Cycles – Butterflies, frogs and beans (real life experiences – butterflies)</p> <p>Investigating how to plant a seed and how to look after a plant.</p> <p>Spring: What happens to the weather?</p> <p>Maps and journeys – (google maps and digimaps)</p>	<p>Investigate water. Where is water found and changing states.</p> <p>Making boats and investigating floating and sinking.</p> <p>Create a treasure map using positional language and follow the directions to find the treasure.</p>

					– how did we get to our trip?) SMSC –By offering pupils the chance to explore the wonder of the natural world	Summer: What happens to the weather?
Expressive Arts and Design (Creating with Materials, Being Imaginative and Expressive – Art, DT, Music)	<ul style="list-style-type: none"> – Modelling how to use different media and materials to create drawings, painting, collages or structures. – Self portraits – Choose colours to match purpose – Action rhymes – Nursery rhymes 	<ul style="list-style-type: none"> – Art Week: Andy Goldsworthy – Natural materials SMSC – considering pattern, order and scale both manmade and in the natural world – Uses tools safely – Colour mixing and exploration – Nursery rhymes – Performing for an audience – Nativity <p>SMSC – making links between their learning and music</p>	<ul style="list-style-type: none"> – Using a range of materials to create artwork and 3d models of dinosaurs and fossils. – Use a range of media to create meaningful marks and artwork – Constructs with purpose – Use tools safely – Colour mixing and exploration – Experimenting with instruments 	<ul style="list-style-type: none"> – Art Week: Henri Matisse – Using shapes SMSC – considering pattern, order and scale both manmade and in the natural world – link with Andy Goldsworthy – Constructs with purpose – Assembles and joins materials – Create props to support role play – Puppets – spoon puppets, finger or hand puppets of traditional tale characters (joining materials in different ways, including sewing) – Sharing resources – Using our puppets and retelling familiar stories. <p>SMSC – exploring dilemmas that individuals may face and developing practical solutions</p> <p>celebrating personal creativity</p>	<ul style="list-style-type: none"> – Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function – Observational drawing 	<ul style="list-style-type: none"> – Art Week: Pablo Picasso – Position – Painting animals – Expression through dance – Share their creations, explaining the process they have used – Creating a boat that floats. Evaluating what worked well and what we needed to change.
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	