



WALFORD PRIMARY SCHOOL
Reception Curriculum Map
2024 – 2025



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall Topic	Who Am I?		Would You Rather?		Isn't it Amazing?	
Possible ideas, mini themes (These may be changed or adapted depending on cohort and children's interests.)	Starting school/new beginnings Rules and routines All about me, families, homes Feelings and emotions Celebrations, parties Bonfire Night, Remembrance Day, Harvest, Diwali, Hannukah Advent, Christmas Seasonal changes – Autumn/Winter		Comparing places Polar regions and the rainforest/jungle Space Then and Now Chinese New Year Valentine's Day Easter Seasonal changes – Winter/Spring		Growing and changing Plants and flowers Human body - senses Keeping fit and healthy Animals and minibeasts Life cycles Recycling, looking after the world Seasonal changes – Spring/Summer	
Key stories and books (This is not an exhaustive list and may be adapted based on children's interests.)	Goldilocks and the Three Bears Handa's Surprise Simon Sock Don't Hog the Hedge Happy Birthday Winnie Elmer Jack Frost Supertato Carnival Catastro-pea All Are Welcome Lighting a Lamp Sparks in the Sky Eight Candles to Light The Nativity Story Robin's Winter Song Seren's Seasons		Would You Rather? Shark in the Park The Rainbow Fish Sharing a Shell Hector and the Big Bad Knight Around the World with Max and Lemon Back to Earth with a Bump Lost and Found Beautiful Bananas Poles Apart Rumble in the Jungle The Fish who Could Wish A Street Through Time You Choose Big Bear Little Bear We're Going on an Egg Hunt The Snow Queen		Jack and the Beanstalk Sam Plants a Sunflower Somebody Swallowed Stanley Little Red Riding Hood How Things Grow Supertato – Run Veggies Run Chicken Licken Danny the Duck with No Quack Monkey Puzzle I Love the Earth The Very Hungry Caterpillar Superbat Superworm The Tiny Seed The Bad Tempered Ladybird George Saves the World by Lunchtime	
Possible 'Wow' moments and experiences	Autumn Walk Harvest Festival Buddies – Building relationships, team sporting activities, making apple crumble, planting seeds Bonfire Night – toasted marshmallows Fire safety/ Fire service visit Remembrance Day Diwali/Hanukkah Advent/Decorating Day Christmas time/Nativity Children in Need Anti-Bullying Week Santa's Safari		Winter Walk Chinese New Year Internet Safety Day Valentine's Day Reminiscence session/ Sharing our life story - visitor World Book Day - Author visit Mother's Day Comic Relief/Sport Relief Spring Walk Easter/Egg hunt Easter nest/ cake baking Dentist/dental nurse visit		Planting sunflower seeds Planting beans in plastic cup Allotments Forest School Sessions Sharing baby photos Healthy/ unhealthy choices Making wrap faces Food tasting 5 senses science experiment Community Gardens Visit Gymnastic sessions at the FOD Gymnastics Centre. Sports Day	

Communication & Language <i>Listening, Attention and Understanding</i> <i>Speaking</i>	• Understand how to listen carefully and why listening is important. • Engage in story times. • Listen carefully to rhymes and songs, paying attention to how they sound.	• Ask questions to find out more and to check they understand what has been said to them. • Develop social phrases. • Engage in story times.	• Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	• Describe events in some detail. • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	• Listen to and talk about stories to build familiarity and understanding. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	• Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
	• Learn new vocabulary. • Use new vocabulary through the day. • Learn rhymes, poems, and songs. • Use new vocabulary in different contexts.					
Personal, Social and Emotional Development <i>Self-Regulation</i> <i>Managing Self</i> <i>Building Relationships</i>	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others.		• Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Manage their own needs.		• Think about the perspectives of others. • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
Jigsaw Puzzle Pieces 1-6	1. Being Me in My World • I understand how it feels to belong and that we are similar and different. • I can start to recognise and manage my feelings.	2. Celebrating Differences • I can identify something I am good at and understand everyone is good at different things. • I understand that being different	3. Dreams and Goals • I understand that if I persevere, I can tackle challenges. • I can tell you about a time I didn’t give up	4. Healthy Me • I understand that I need to exercise to keep my body healthy. • I understand how moving and resting are good for my body.	5. Relationships • I can identify some of the jobs I do in my family and how I feel like I belong. • I know how to make friends to stop myself from feeling lonely.	6. Changing Me • I can name parts of the body. • I can tell you some things I can do and foods I can eat to be healthy. • I understand that we all grow from babies to adults.

	• I enjoy working with others to make school a good place to be. • I understand why it is good to be kind and use gentle hands. • I am starting to understand children’s rights and this means we should all be allowed to learn and play. • I am learning what being responsible means.	makes us all special. • I know we are all different but the same in some ways. • I can tell you why I think my home is special to me. • I can tell you how to be a kind friend. • I know which words to use to stand up for myself when someone says or does something unkind.	until I achieved my goal. • I can set a goal and work towards it. • I can use kind words to encourage people. • I understand the link between what I learn now and the job I might like to do when I’m older. • I can say how I feel when I achieve a goal and know what it means to feel proud.	• I know which foods are healthy and not so healthy and can make healthy eating choices. • I know how to help myself go to sleep and understand why sleep is good for me. • I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. • I know what a stranger is and how to stay safe if a stranger approaches me.	• I can think of ways to solve problems and stay friends. • I am starting to understand the impact of unkind words. • I can use Calm Me time to manage my feelings. • I know how to be a good friend. •	• I can express how I feel about moving to Year 1. • I can talk about my worries and/or the things I am looking forward to about being in Year 1. • I can share my memories of the best bits of this year in Reception.
Physical Development <i>Gross Motor Skills</i> <i>Fine Motor Skills</i>	• Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	• Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	• Progress towards a more fluent style of moving, with developing control and grace.	• Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	• Develop the foundations of a handwriting style which is fast, accurate and efficient. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	

	• 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. • Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, co-ordination, and agility.					
Literacy <i>Comprehension</i> <i>Word Reading</i> <i>Writing</i>	• 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 (RWInc). • To begin to spell and write words by identifying the sounds and then writing the sound with letter/s.	• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s.	• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.
Mathematics <i>Number</i> <i>Numerical Patterns</i>	<i>Throughout the year, children in reception will learn and develop; subitising skills, cardinality, ordinality and counting skills, the composition of numbers and how to make comparisons of numbers, lengths, heights and capacity.</i> See Appendix 1 for further details.					
Understanding the World <i>Past and Present</i> <i>People, Culture and Communities</i> <i>The Natural World</i>	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them.	• Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.	• Recognise some environments that are different to the one in which they live. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including	• Understand that some places are special to members of their community. • Comment on images of familiar situations in the past.	• Explore the natural world around them. • Draw information from a simple map. • Describe what they see, hear, and feel whilst outside. • Recognise some similarities and differences between life in this country and life in other countries.	

			figures from the past.			
	Understand the effect of changing seasons on the natural world around them.					
Expressive Arts and Design <i>Creating with Materials</i> <i>Being Imaginative and Expressive</i>	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Create collaboratively sharing ideas, resources, and skills.	Watch and talk about dance and performance art, expressing their feelings and responses.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.
	- Explore, use, and refine a variety of artistic effects to express their ideas and feelings. - Explore and engage in music making and dance, performing solo or in groups.					

Appendix 1 – Reception Mathematics: Overview of Learning

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
1 Children will:	- perceptually subitise within 3 - identify sub-groups in larger arrangements - create their own patterns for numbers within 4 - practise using their fingers to represent quantities which they can subitise - experience subitising in a range of contexts, including temporal patterns made by sounds.	- relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set - have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song - have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting - have opportunities to develop an understanding that anything can be counted, including actions and sounds - explore a range of strategies which support accurate counting.	- see that all numbers can be made of 1s - compose their own collections within 4.	- understand that sets can be compared according to a range of attributes, including by their numerosity - use the language of comparison, including 'more than' and 'fewer than' - compare sets 'just by looking'.
2 Children will:	- continue from first half-term - subitise within 5, perceptually and conceptually, depending on the arrangements.	- continue to develop their counting skills - explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand - begin to count beyond 5 - begin to recognise numerals, relating these to quantities they can subitise and count.	- explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot - explore the composition of numbers within 5.	- compare sets using a variety of strategies, including 'just by looking', by subitising and by matching - compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.
3 Children will:	- increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements - explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part	- continue to develop verbal counting to 20 and beyond - continue to develop object counting skills, using a range of strategies to develop accuracy - continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10	- continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 - explore the composition of 6, linking this to familiar patterns, including symmetrical patterns	- continue to compare sets using the language of comparison, and play games which involve comparing sets - continue to compare sets by matching, identifying when sets are equal - explore ways of making unequal sets equal.

	• experience patterns which show a small group and '1 more' • continue to match arrangements to finger patterns.	• order numbers, linking cardinal and ordinal representations of number.	• begin to see that numbers within 10 can be composed of '5 and a bit'.	
4 Children will:	• explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.	• continue to consolidate their understanding of cardinality, working with larger numbers within 10 • become more familiar with the counting pattern beyond 20.	• explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles • begin to explore the composition of numbers within 10.	• compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.
5 Children will:	• continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised.	• continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting.	• explore the composition of 10.	• order sets of objects, linking this to their understanding of the ordinal number system.
6	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.			