Fairfield Road Primary School

Reception Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Marvellous Me Autumn (1 week)	Out of this world	Our Big Wide World Winter (1 week)	Ready, steady, grow.... Spring (1 week)	Under the Sea	Starry Nights Summer (1 week)
Phonics	**Baseline** -I can read the first 16 set 1 single letter sounds. -I can orally blend.	-I can read all the set 1 single letter sounds. -I can blend sounds into words (CVC)	-I can read short ditty stories (captions) -I can read the red words: I, my, the, no, of	-I can read red story books (simple sentences) -I can read set 1 special friends (sh, ch, th, qu, nk and ng)	-I can read green story books -I can read the 4 double consonants in words (ss, zz, ll and ck) -I can read the red words: he, your, said, you, be, are	-I can read green story books. -I can read the first six set 2 sounds (ay, ee, igh, ow, oo, oo)
English	**Key Text: Little Red Hen** -I can listen to a story. -I can join in with repeated refrains. -I can name the characters in the story. -I can draw and explain my favourite part. -I can re-tell the story in my own words. -I can innovate the story changing the characters. -I can innovate the story changing the key phrases. -I can innovate the story changing the ending.	**Key Text: The King and the moon** -I can listen to a story. -I can join in with repeated refrains. -I can map a story. -I can name the characters in the story. -I can retell the story in my own words. -I can answer why questions using the word because. -I can innovate the story changing the characters. -I can innovate the story changing what happened. -I can draw and label my favourite part.	**Key Text: Handa's surprise** -I can listen to a story. -I can identify the characters and the setting. -I can map a story. -I can re-tell the story in my own words. -I can innovate a story changing the characters and the setting (woodland creatures) -I can innovate the story changing the ending. -I can write labels using my phonics knowledge.	**Key Text: The Enormous Turnip** -I can listen to a story. -I can join in with repeated refrains. -I can identify the characters, the setting and the problem in the story. -I can write simple sentences about the story. -I can use the word 'and' in my writing. -I can innovate the story changing the characters and the vegetable.	**Key Text: Fantastic Fish & a recount of our trip** -I can identify the features of a non-fiction text. -I can identify and sort fiction and non-fiction books. -I can write simple sentences for a non-fiction book using capital letters, finger spaces and full stops correctly. -I can correctly order the photographs from a recount. -I can use adverbs of time – first, then, next, finally. -I can write simple sentences about our trip using capital letters, finger spaces and full stops.	**Key Text: Owl Babies** -I can listen and join in with a story. -I can map a story. -I can write a sentence using capital letters, finger spaces and full stops. -I can use the word 'because'. -I can write a simple letter using the words 'to' and 'from'. -I can write sentences for a non-fiction book on nocturnal animals.
Handwriting	*Funky Fingers and Dough Disco focus this half term to support*	-I can form' around' letters correctly. (c, o, o, d, g, q)	-I can form all 'down' letters correctly (j, m, n, r, u, y)	-I can form 'zig-zag' letters correctly (v, w, x, y)	-I can form capital letters correctly.	-I can form numbers correctly.

	the development of children's fine motor skills. -I can hold a pencil correctly. -I can write my name forming recognisable letters.	-I can form some 'down' letters correctly. (l, t, b, p, k, h, i)	-I can form the curly letters correctly (e, f, s)	-I can write words forming all letters correctly.		
Maths	**Baseline** **Match, sort and compare (2 weeks)** -I can match objects. -I can match pictures and objects. -I can identify a set. -I can sort objects to a type. -I can explore sorting techniques. -I can create sorting rules. -I can compare amounts. **Talk about measure and pattern (2 weeks)** -I can compare size. -I can compare mass. -I can compare capacity. -I can explore simple patterns. -I can copy and continue simple patterns. -I can create simple patterns. **It's me 1,2,3 (2 weeks)** -I can find 1, 2 and 3. -I can subitise 1, 2 and 3. -I can represent 1, 2 and 3. -I can find one more up to 3. -I can find one less up to 3. -I can make 1, 2 and 3 using different compositions.	**Circles and Triangles (1 week)** -I can identify and name circles and triangles. -I can compare circles and triangles. -I can identify shapes in the environment. -I can describe the position of objects. **1, 2, 3, 4, 5 (2 weeks)** -I can find 4 and 5. -I can subitise 4 and 5. -I can represent 4 and 5. -I can find one more of 4 and 5. -I can find one less of 4 and 5. -I can make 4 and 5 using different compositions. **Consolidation** **Shapes with four sides (1 week)** -I can identify and name shapes with 4 sides. -I can combine shapes with 4 sides. -I can identify shapes in the environment. -I can sort activities you do in the day and activities you do at night. -I can sequence events.	**Alive in 5 (2 weeks)** -I can explain what zero is. -I can find numbers from 0-5 -I can subitise from 0-5. -I can represent from 0-5. -I can find one more and one less to 5. -I can make 5 using different compositions (number bonds to 5) -I can conceptually subitise to 5. **Mass and Capacity (1 week)** -I can compare mass. -I can find a balance. -I can explore capacity. -I can compare capacity. **Growing 6, 7 and 8 (2 weeks)** -I can find 6, 7 and 8. -I can represent 6, 7 and 8. -I can find one more and one less of 6, 7 and 8. -I can make 6, 7 and 8 using different compositions. -I can identify odd and even numbers. -I can find doubles to 8. -I can make doubles to 8. -I can combine two groups (addition).	**Length, height and t ime (2 of 2 weeks)** -I can talk about time. -I can order and sequence time. **Building 9 and 10 (3 weeks)** -I can find 9 and 10. -I can compare numbers to 10. -I can represent 9 and 10. -I can conceptually subitise to 10. -I can find one more and one less to 10. -I can make 10 using different compositions. -I know some number bonds to 10 (2 parts). -I can make arrangements of 10. -I know number bonds to 10 (3 parts). -I can find doubles to 10. -I can make doubles to 10. -I can explore and identify odd and even numbers to 10. **Explore 3D shapes (2 weeks)** -I can recognise and name 3D shapes. -I can find 2D shapes within 3D shapes -I can use 3D shapes for tasks.	**To 20 and beyond (2 weeks)** -I can build numbers beyond 10 (10-13). -I can continue patterns beyond 10 (10-13). -I can build numbers beyond 10 (14 – 20). -I can continue patterns beyond 10 (14-20). -I can verbally count beyond 20. -I can identify verbal counting patterns **How many now? (1 week)** -I can add one more. -I can work out how many were added. -I can takeaway. -I can work out how many were taken away. **Manipulate, compose and decompose (2 weeks)** -I can select shapes for a purpose. -I can rotate shapes. -I can manipulate shapes. -I can explain shape arrangements. -I can compose shapes. -I can decompose shapes. -I can copy 2D shape pictures.	**Sharing and Grouping (2 weeks)** -I can explore sharing. -I can share. -I can explore grouping. -I can group objects. -I can share odd and even numbers. -I can play with and build doubles. **Visualise, build and map (3 weeks)** -I can identify units of a repeating pattern. -I can create my own pattern rules. -I can explore own pattern rules. -I can replicate and build scenes and constructions. -I can visualise from different positions. -I can describe positions. -I can give instructions to build. -I can explore mapping. -I can represent maps with models. -I can create my own maps from familiar places. -I can create my own maps from story situations. **Make connections (1 week)**

			-I can conceptually subitise to 8. **Length, height and time (1 of 2 weeks)** -I can explore length. -I can compare length. -I can explore height. -I can compare height.	-I can identify 3D shapes in the environment -I can identify more complex patterns. -I can copy and continue patterns. -I can identify patterns in the environment.	-I can find 2D shapes within 3D shapes.	-I can deepen my understanding. -I can make connections between patterns and relationships.
Passport objectives coverage	-I can recite numbers to 10. (N) -I can count objects reliably to 5. (N) -I can match objects and numerals to 5. (N) -I can subitise to 3. (N) -I can compare groups saying which has more. (N) -I can compare groups saying which has less. (N)	-I can name the common 2D shapes – square, rectangle, triangle and circle. (N) -I can recall doubles to 5. (R)	-I can subitise to 5. (R) -I can recall number bonds to 5. (R) -I can recall subtraction bonds to 5. (R)	-I can recognise numerals to 10. (R) -I can recall odd numbers to 10. (R) -I can recall even numbers to 10. (R) -I can recall one more to 10. (R) -I can recall one less to 10. (R)	-I can recite numbers to 50. (R)	-I can name the common 3D shapes – sphere, cylinder, cube. (R)
UW	-I can tell someone my full name and how old I am. -I can order the key events of my life (birth, walking, starting school and today). -I can name the members of my family and know that all families are different. -I can name a job that someone in my family does. -I can explain one difference between life when my grandparents were little and now. -I can name my school. -I can name three key features of my local environment -I can name six body parts. -I can explain that leaves change colour in Autumn.	-I can tell someone what planet I live on and identify Planet Earth. -I know there are people on Earth who help us and can name three of them. -I know there are other planets besides the one we live on and can name three of them. -I can name three things you see in Space. -I can explain that an astronaut is someone who goes into Space. -I can explain that the first trip to the moon happened before I was born. -I can name one way we can care for our planet.	-I can explain why things freeze and why things melt. -I can name the country that I live in. -I can explain why we use maps. -I can say hello in Swahili. -I can name one difference between a house in Africa and a house in Kenya. -I can sort animals based on their habitat (African animals and woodland animals) -I can describe the weather in Africa. -I can name two fruits grown in Africa.	-I can name and identify two common flowers. -I can name the parts of a flower (roots, flower, stem and leaves) -I can draw and label a flower. -I can explain what a flower needs to grow (water, sunlight, air and soil) -I can order the lifecycle of a sunflower (seed, roots, stem, leaves, flower, dies) -I can plant a seed and take care of it. -I can name three foods that we can grow ourselves. -I can explain the job of a farmer and why they are important. -I can explain one way in which farming was different in the past to now.	-I know that there are different oceans on Earth can name three animals that live in them. -I can identify some features of sea creatures (shell, fin, tail, blowhole, tentacles, flippers). -I can draw a sea creature. -I can sort animals that live under the sea and animals that live on land. -I can explain that submarines are used to explore under the sea. -I know that submarines were being built long before I was born. - I can explain the meaning of the words floating and sinking and can explore some materials that float and some that sink.	-I can explain that on Earth we have day and night. -I know that there are some people who work at night and can name two of them. -I know that nocturnal animals come out at night and can name two. -I can name five baby animals. -I can explain how shadows are made. -I can explain why sleep is important. -I can explain that the weather gets warmer in summer and the leaves are green.

				-I can explain one change you may see in Spring. -I can identify some signs of spring in our local environment.	-I can explain one way to care for the ocean and why it is important.	
EAD	-I can draw a self-portrait. (drawing - Art)	-I can make a 2D and 3D shape rocket by joining materials together. (structures – D&T)	-I can chop fruits and vegetables safely. (food – D&T)	-I can paint flowers using colours for purpose. (painting - Art)	-I can use junk modelling materials to make a boat (sculpture - Art)	-I can make a lift and flap book. (mechanisms – D&T)
RE	F2: Which stories are special and why? -I can name two different religions in the world. -I can name the special books for Christians (Bible) -I can name the special book for Muslims (Qur'an)	F4: Which times are special and why? -I can explain why Diwali is an important time for Hindus. -I can explain why Christmas is a special time for Christians.	F6: What is special about our world? -I know who Christians think created the world (God) -I can re-tell the creation story -I know who Muslims think created the world (Allah)	F2: Which people are special and why? -I know why Jesus is special to Christians. -I know why Prophet Mohammad is special to Muslims. -I know why Christians celebrate Easter.	F3: Which places are special and why? -I know that a church is a special place for Christians. -I know that a mosque is a special place for Muslims.	F5: Where do we belong? -I know that a cross is a special symbol for Christians. -I know that a star is a special symbol for Muslims. -I can explain how a baby is welcomed into the world in Christianity. (christening)
PSHE	For PSHE, Reception follow a scheme called 'Think Equal'. This is a programme which supports the social and emotional development of Early Years Children. Think Equal helps children to manage their own emotions and impulsive behaviours; build their confidence and self-esteem; have empathy and show consideration for others; solve problems effectively and learn to resolve conflicts peacefully; build critical thinking skills and make responsible decisions; and maintain healthy relationships and learn to collaborate. In addition to this, we have added some other key objectives which we believe are important for our children.					
	-I can explain why handwashing is so important (FR) -I know why it is important to brush my teeth and what will happen if I don't (FR) -I know that my private parts need to stay private (FR) -I understand the concepts 'same' and 'different' and celebrate similarities and differences. -I understand feelings come and go like the weather. -I understand our need for kindness in how we act with each other. -I can use 'Take a break, make a plan!' as a tool to calm my body and make positive choices.	-I can name 5 different emotions and refer to the mood metre. -I can recognise the difference between real kindness and apparent kindness. -I can describe how my body feels when I have a lot/little energy. -I know that boys & girls should both express their feelings & can do the same things. -I understand empathy and the perspective of another. -I can show a sense of responsibility for the environment.	-I can list words that describe sensations. -I know 'Help Now!' strategies for regulation. -I can recall strategies to help control my feelings. -I can show empathy to others who have different ideas/interests. -I can show compassion to all (creatures/animals/humans) -I understand things that make families unique. -I understand families share similarities but are also different in many ways.	-I know different additional 'Help Now!' strategies for regulation. -I can demonstrate an understanding of compassion for those less fortunate. -I know how to speak out when I see something unfair. -I can identify unpleasant emotions. -I understand emotions can be displayed in various ways (tone of voice/words/body language/facial expressions) -I can name 3 things that the brain can do.	-I understand that one person can make a positive difference. -I understand the brain is growing and can always become stronger. -I can name one way I can practise peace. -I can name the emotions lonely, left out, included -I can describe the difference between what it feels like to be lonely/left out and what it feels like to be included. -I can name strategies I can use to help others feel included.	-I can set a long-term goal. -I understand gender does not affect our dreams. -I can discuss diversity in skin colours positively. -I can express that people's skin is different shades of brown. -I can practise strategies for peaceful conflict resolution based on empathising with others and conversation. - I can demonstrate perspective-taking skills.

		-I know the reasons for rules and why they are important (FR)				
Computing	Barefoot computing 'Awesome Autumn'			Barefoot computing 'Springtime'		Barefoot computing 'Boats Ahoy'
PE	Little Stars Agility, balance, coordination, throwing, catching	Little Athletes Running, jumping and throwing.	Little Tumblers Gymnastics	Little Movers Dance	Little Explorers Outdoor team building	Little Heroes Agility, balance, coordination, throwing, catching
Music	I've got a grumpy face/The Sorcerer's Apprentice -I can sing with a sense of pitch. -I can play instrumentations to create different feelings and moods. -I can mark a beat of a song with actions. -I can use musical terms louder/quieter, faster/slower, higher/lower. -I can respond to music in a range of ways.	Nativity -I can learn the words and actions to new songs. -I can perform in front of an audience.	Row, row, row your boat/ Shake your sillies out -I can make up new lyrics and vocal sounds. -I can sing a tune with stepping and leaping notes. -I can play a steady beat on percussion instruments. -I can sing an action song with changes in speed. -I can listen to music and show the beat with actions.	Up and Down/Slap, Clap, Clap -I can make up new lyrics and accompanying actions. -I can use appropriate hand actions to mark a change of pitch. -I can compose a three-beat body percussion pattern. -I can find the beat and perform a clapping game with a partner.	Down there under the sea -I can develop a song by composing new words and adding movements. -I can sing a song using a call and response structure. -I can play sea sound effects on percussion instruments. -I can respond to movement to a range of sea related movement.	Bow, bow, bow Belinda/It's oh so quiet -I can sing a song whilst performing a sequence of dance steps. -I can play different instruments with control. -I can develop listening skills identifying dynamics across a range of musical styles. -I can improvise music with different instruments following a conductor.