



Yearly Curriculum Map Overview Reception 2023/24

	Autumn 1 Marvellous Me	Autumn 2 Let's Celebrate	Spring 1 Light and Dark/Space	Spring 2 Growing	Summer 1 Amazing Animals	Summer 2 Under the Sea
Core Texts	Incredible you The Colour Monster So Much Hairy Maclary's Rumpus at the Vets Leaf Man Funnybones	Guy Fawkes: Recount The Best Diwali Ever The Scarecrow's Wedding Stick Man The Jolly Christmas Postman The Christmas Story	Night Monkey, Day Monkey Man on the Moon Astro Girl How to catch a star Chinese New Year- The Great Race Mr Wolf's Pancakes	Jim and the beanstalk Oliver's Vegetables The Odd Egg Handa's Hen The Very Hungry Caterpillar	We're roaming in the rainforest Oi Frog And tango makes three Giraffes Can't Dance Animal poetry David Attenborough (non-fiction)	Sharing a Shell Rainbow Fish Somebody Swallowed Stanley The Snail and the Whale Little Seahorse and the big question Commotion in the Ocean
Communication & Language	Understand how to listen carefully and why listening is important. Promote and model active listening skills. Learn new vocabulary.	Develop new vocabulary and use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences.	Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Develop social phrases. Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Engage in storytimes and anticipate key events. Listen to and talk about stories to build familiarity and understanding.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound.	Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Personal, Social and Emotional Development	See themselves as a valuable individual.	Manage their own needs: Personal hygiene.	Build constructive and respectful relationships.	Identify and moderate their own feelings socially and emotionally.	Show resilience and perseverance in the face of challenge.	Know and talk about the different factors that



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	Make time to get to know the child. Express their feelings and consider the feelings of others.	Encourage Independence.			Think about the perspectives of others.	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
Physical Development Gross Motor	Revise and refine the fundamental movement skills they have already acquired such as walking, running, jumping, hopping, climbing and skipping.	Progress towards a more fluent style of moving, with developing control and grace.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.	Combine different movements with ease and fluency. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.	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.
Physical Development Fine motor	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,	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,	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,	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,	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the foundations of a handwriting style which is fast, accurate and efficient. Dominate hand tripod grip.



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	scissors, knives, forks and spoons	paintbrushes, scissors, knives, forks and spoons	paintbrushes, scissors, knives, forks and spoons	scissors, knives, forks and spoons	Dominate hand tripod grip.	
PE Focus	Introduction to PE	Fundamentals	Ball Skills	Games	Dance	Gymnastics
Expressive Art and Design	Develop storylines in their pretend play.	Explore and engage in music making and dance, performing solo or in groups.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.
Artist/ Art Focus	William Morris (nature, wallpaper, repeating patterns)	Da Vinci (upside down painting)	Henry Moore (sculptures)	African art- Batik	Aboriginal art	Monet (watercolours, chalk).
Music Focus	Journeys	Circus	Space	Whatever the weather	Minibeasts	Deep blue sea
Understanding the World RE/Festivals	Talk about members of their immediate family and community.	Understand that some places are special to members of their community.	Compare and contrast characters from stories, including figures from the past.	Explore the natural world around them.	Recognise some similarities and differences between life in this country and life in other countries.	Comment on images of familiar situations in the past.



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	<p>Name and describe people who are familiar to them.</p> <p>Let's find out about Harvest.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Let's find out about Divali.</p> <p>Let's find out about the Christmas story. Let's find out about Christmas celebrations in churches and homes.</p>	<p>Understand the effect of changing seasons on the natural world around them (throughout the year).</p> <p>Let's find out about holy books.</p> <p>Let's hear some stories Jesus told.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Let's find out about the Easter story.</p> <p>Let's find out how people celebrate Easter.</p>	<p>Recognise some environments that are different from the one in which they live.</p> <p>Let's find out about special buildings.</p>	<p>Draw information from a simple map.</p> <p>Let's find out about special buildings.</p>
Literacy	<p>Read individual letters by saying the sounds for them.</p> <p>Start to form lower-case letters.</p> <p>Attempt to write their name.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Form lower-case letters.</p> <p>Write their name.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Form lower-case letters correctly.</p>	<p>Read a few common exception words from phase 2 and 3.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Start to form capital letters correctly.</p>	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Write short sentences with words with known sound-letter correspondences.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Develop all reading skills.</p> <p>Write short sentences with words with known sound-letter correspondences.</p>



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						Re-read what they have written to check that it makes sense.
Writing	Texts as a Stimulus: Incredible you The Colour Monster So much Hairy Mclary Rumpus at the Vets Leaf Man Funnybones	Texts as a Stimulus: Guy Fawkes: Recount The Best Diwali Ever The Scarecrow's Wedding Stick Man The Jolly Christmas Postman The Christmas Story	Texts as a Stimulus: Night Monkey Day Monkey Man on the moon Astro Girl How to catch a star Chinese New Year – The Great Race Mr Wolf's Pancakes	Texts as a Stimulus: Jim and the beanstalk Oliver's Vegetables The Odd Egg Handa's Hen The Very Hungry Caterpillar	Texts as a Stimulus: We're roaming in the rainforest. Oi Frog And tango makes three Giraffes Can't Dance Animal poetry David Attenborough (non-fiction)	Texts as a Stimulus: Sharing a Shell Rainbow Fish Somebody Swallowed Stanley The Snail and the Whale Little Seahorse and the big question Commotion in the Ocean
Maths	<ul style="list-style-type: none">• identify when a set can be subitised and when counting is needed• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills• spot smaller numbers 'hiding' inside larger numbers• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number• develop counting skills and knowledge, including: that the last					
	<ul style="list-style-type: none">• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals• begin to identify missing parts for numbers within 5• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame• focus on equal and unequal groups when comparing numbers• understand that two equal groups can be called a 'double' and connect this to finger patterns• sort odd and even numbers according to their					
	<ul style="list-style-type: none">• continue to develop their counting skills, counting larger sets as well as counting actions and sounds• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame• compare quantities and numbers, including sets of objects which have different attributes• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2• begin to generalise about 'one more than' and 'one less than' numbers within 10					



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	<p>number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</p> <ul style="list-style-type: none">• compare sets of objects by matching• begin to develop the language of 'whole' when talking about objects which have parts <p>Match, sort and compare Measure and patterns Circles and triangles Shapes with four sides</p>	<p>'shape'</p> <ul style="list-style-type: none">• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern• order numbers and play track games• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <p>Mass and capacity Length, height and time Explore 3D shapes</p>	<ul style="list-style-type: none">• continue to identify when sets can be subitised and when counting is necessary• develop conceptual subitising skills including when using a rekenrek <p>Manipulate, compose and decompose Visualise, build and map Make connections</p>
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