



Ings Farm Primary School Reception Curriculum Map 2023-2024

| | Term 1A Marvellous Me! | Term 1B What is Autumn? | Term 2A Is there anything above the clouds? | Term 2B Who is afraid of the big bad wolf? | Term 3A What is down at the bottom of the garden? | Term 3B Where would you bury your treasure? | Key Skills |
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| Topic ideas | All About Me My Family My Senses My Body Keeping Healthy Harvest Halloween Bonfire Night | Autumn Weather Differences Hibernation Woodland Animals Diwali Christmas | Solar System Moon and Stars Light and Dark Transport Chinese New Year | Traditional Tales Little Red Riding Hood The Three Little Pigs Stranger Danger Easter | Minibeasts Plants Bees Pollination Life cycles Eggs - Chicks | Pirates Countries from around the world Seaside - Coastguard Our local environment Summer Transition | |
| Key texts | Owl Babies The Great Big Book of Families Lucy's Picture The Healthy Wolf Oliver's Vegetables Room on the Broom | Stickman Leaf Man The Very Helpful Hedgehog Rama and Sita The Nativity Story | Laura's Star Whatever Next! How to Catch a Star! Dragon Dance | Little Red Riding Hood The Three Little Pigs Goldilocks and the Three Bears The Gingerbread Man | Mad about Minibeasts The Very Hungry Caterpillar We Found a Seed | Sharing a shell A New Home for a Pirate What the Ladybird Heard at the Seaside | |
| Communication and language | - Follow instructions - Turn taking - Share thoughts and feelings | - Join in with songs and rhymes -Engage and talk about stories, rhymes and non-fiction books - Initiate conversations with other peers and adults | - Listen, respond and give opinions - Explain events that have already happened - Share ideas about stories, rhymes and non-fiction | - Ask questions and give opinions - Explain how and why things happen - Use talk to work out problems and organise thinking - Share ideas in small groups | - Discuss with others - Predict what might happen -Listen and respond with relevant responses | - Offer explanations - Use past, present and future tenses - Use conjunctions correctly | - Speak in full sentences - Express opinions, feelings and ideas - Ask questions - Retell in a sequence - Describe - Explain - Take turns - Talk – use tenses and conjunctions - Participate in discussions - Give reasons |

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| Personal, Social and Emotional Development | <ul style="list-style-type: none"> - Follow simple instructions consistently - Try new activities - Rules and responsibilities - Keeping healthy - Zip up own coat | <ul style="list-style-type: none"> - Identify our Feelings - Perseverance - Responsibilities - Independence - Take turns, share and cooperate and make decisions in play - Forming good relationships | <ul style="list-style-type: none"> -Understanding others feelings - Two part instructions - Perseverance - Routines - Health and wellbeing - Independence | <ul style="list-style-type: none"> - See themselves as a valuable individual - Moderate/identify feelings - Think about the perspective of others - Setting goals/ self-reflection -Solving conflicts - Fasten buttons - Healthy choices | <ul style="list-style-type: none"> -Friendships/ relationships - Resilience - Cooperating with others | <ul style="list-style-type: none"> -Setting goals -Regulating behaviour -Responding to the needs of others | <ul style="list-style-type: none"> - Make positive relationships - Dress and undress - Persevere - Manage risks and keep safe - Compromise and negotiate - Manage personal hygiene - Follow instructions - Express and talk about emotions - Follow rules - Manage own behaviour - Focus attention - Share - Turn take |
| Physical Development | <ul style="list-style-type: none"> -PE – Fundamental skills - Fundamental movements - Climb over, under and through - Dressing independently - Controlling chunky pencils/paintbrushes - Stop instantly | <ul style="list-style-type: none"> - PE – Fundamental skills Further develop fundamental movement skills (e.g. rolling, crawling, walking, jumping, running, hopping, skipping, climbing) - Spin, rock, tilt fall, slide, bounce in a variety of ways - Balance on one foot -Underarm throw - Pencil control - Use a knife and a fork | <ul style="list-style-type: none"> - PE – Gym and Dance Throw, kick, pass, bat and catch a large ball - Combining movements -Skip/gallop - Dressing independently - Controlling fine paintbrushes/pencils | <ul style="list-style-type: none"> - PE – Gym and Dance -Accurate ball skills - Body posture - Balancing on a balance bike - Catch two handed - Tripod pencil grip - Accurate use of scissors | <ul style="list-style-type: none"> PE – Game skills -Strength, balance and coordination Demonstrate different ways of moving (running, jumping, dancing, hopping, skipping and climbing.) -Controlling a range of small tools | <ul style="list-style-type: none"> PE – Game skills -Negotiating space -Drawing with accuracy - Fluent writing | <ul style="list-style-type: none"> - Balance - Drawing with accuracy - Crossing the mid-line - Demonstrate stamina - Demonstrate strength - Negotiate space - Move in a variety of different ways - Control a variety of tools - Demonstrate upper body strength - Use tripod grip - Negotiate space and obstacles safely - Co-ordinate both sides of body - Throw, catch and kick a ball |

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| Literacy | <p>Phase 2 Phonics</p> <ul style="list-style-type: none"> -Identifying sounds -Letter formation <p>-Listening and retelling stories</p> <ul style="list-style-type: none"> - Verbalising simple sentences for writing | <p>Phase 2 Phonics</p> <ul style="list-style-type: none"> -Match phase 2 letters and sounds -Write phase 2 sounds -Segment and blend CVC words -Letter formation <ul style="list-style-type: none"> -Retells events in stories - Recalling facts (non-fiction books) - Identifying tricky words | <p>Phase 3 Phonics</p> <ul style="list-style-type: none"> -Match phase 3 single letters and sounds -Identifying digraphs -Segment and blend words -Writing CVC labels and captions <ul style="list-style-type: none"> -Sequence and retell stories - Predict what might happen next - Read captions (e.g. the dog and the cat) - Write captions - Finger spaces | <p>Phase 3 Phonics</p> <ul style="list-style-type: none"> - Longer words with more than one syllable (e.g. rabbit, jumping) - Tricky words -Writing digraphs in correct order - Writing short sentences <ul style="list-style-type: none"> - Capital letters, finger spaces, full stops - Key features of non-fiction texts -Traditional tales - Using a tripod grip | <p>Phase 4</p> <ul style="list-style-type: none"> -Sound blending - Writing captions and sentences <ul style="list-style-type: none"> -Discuss what they know/what they are going to find out -Anticipating key events | <p>Phase 4</p> <ul style="list-style-type: none"> - Sentences- finger spaces, caps letter, full stops <ul style="list-style-type: none"> -Use and understand new vocabulary - Sequence stories and adapt narratives | <ul style="list-style-type: none"> - Segment and blend - Predict - Make links (graphemes/phonemes) - Spell/ recognise words (tricky words) - Use tripod grip - Identify sounds in order - Imagine - Retell - Develop writers toolbox – capital letter, finger spaces, full stop - Listen - Concentrate - Read/write from left to right and top to bottom |
| Maths (Not ELG <u>Measure/ Shape/ Patterns</u>) | <ul style="list-style-type: none"> - Count objects, actions and sounds (up to 10) - Count to 15 <p>Number</p> <ul style="list-style-type: none"> - Matching and sorting objects | <p>Number bonds to 5</p> <p>Estimating an amount</p> <p>Number</p> <p>Identifying representations of numbers up to 5</p> <p>Subitising to 3</p> | <ul style="list-style-type: none"> - Count to 20 <p>Number</p> <ul style="list-style-type: none"> - Introducing zero - Identify representations of numbers up to 8 | <ul style="list-style-type: none"> - <u>Compare capacity</u> <p>Number</p> <ul style="list-style-type: none"> - Identify representations of numbers up to 10 - Conceptually subitise numbers up | <p>Number</p> <ul style="list-style-type: none"> - Building numbers to 20 - Adding and taking away <p><u>Spatial reasoning</u></p> <ul style="list-style-type: none"> - <u>Explain why shapes fit into a certain space.</u> | <p>Number</p> <ul style="list-style-type: none"> - Doubling - Sharing and halving - Even and odd numbers <ul style="list-style-type: none"> -Consolidation and deepening understanding | <ul style="list-style-type: none"> - Reason - Problem solve - Investigate - Sort and match - Count - Calculate - Compare - Make connections - Memorise - Persevere |

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| | <p>- Comparing amounts 'more than', 'fewer than' 'the same as'</p> <p>Pattern - <u>Continue, copy and create ABAB patterns</u></p> | <p>Matching number names to quantities</p> <p>Exploring composition of numbers to 5</p> <p>One more and one less within 5</p> <p>Shape Circle and triangles Shapes with 4 sides</p> <p>Spatial Awareness Positional language</p> <p>Time Describing events Talking about 'now, next and later'</p> | <p>- Conceptually subitise numbers up to 8 (I can see 4 and 4)</p> <p>- Explore composition of numbers up to 8</p> <p>- One more and less up to 8</p> <p>- Introduction to making pairs</p> <p>- Combining two groups</p> <p>Measure - <u>Begin to use vocabulary to describe length and height (longer, shorter, taller, wider, narrower)</u> - <u>Compare weight/length</u></p> <p>Time - <u>Build on vocabulary, using 'now, before, later, after' and begin to talk about events occurring 'yesterday, today, tomorrow'</u></p> | <p>to 10 (I know it is 9 as I can see a 3, 3 and 3)</p> <p>- Comparing numbers up to 10</p> <p>- Number bonds to 10</p> <p>Shape - <u>Introduction to 3D shapes, comparing similarities and differences</u></p> <p>Pattern - <u>Building on AB by exploring ABB, AAB, AABB, AABBB patterns</u></p> | <p><u>continue to build use of positional language</u></p> <p>- <u>Explore how shapes can be combined and separated to make new shapes</u></p> | <p>- Check</p> <p>- Estimate</p> <p>- Recall</p> <p>- Recognise</p> <p>- Solve problems</p> | |
| <p>Understanding the World</p> <p>Geography</p> <p>History</p> | <p>Comparing families</p> <p>Role models in the community</p> <p>Comparing present and past</p> | <p>Life in other countries</p> <p>UK – seasons and weather</p> <p>Talk about the changes that have happened through their lives</p> | <p>Exploring different countries</p> <p>Changes within their family's lifetimes</p> <p>Understanding the past</p> | <p>Similarities and differences between life in this country and life in other countries</p> <p>Ordering events in chronological order</p> | <p>Different roles in society</p> <p>Similarities and differences between the natural world around them and contrasting environments</p> | <p>Describe their immediate environment (school)</p> <p>Drawing information from a simple map/creating maps</p> | <p>- Compare and contrast</p> <p>- Observe</p> <p>- Recall</p> <p>- Remember</p> <p>- Explore (the world around them)</p> <p>- Discuss</p> <p>- Sequence</p> |

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| <p>Science</p> <p>RE</p> | <p>Observing the world around us</p> <p>Senses</p> <p>Keeping Healthy</p> <p>Introduction to religion and Christianity.</p> <p>Harvest and Christian beliefs about caring for our world</p> <p>Celebrations – Diwali</p> <p>Using a mouse with control</p> | <p>Their past – themselves and their family</p> <p>Materials and changes</p> <p>Changes in their environment</p> <p>Celebrations - Christmas</p> <p>Different beliefs and special times</p> <p>Why was Jesus' birth seen as special?</p> <p>Navigating a programme on the computer</p> | <p>Seasonal weather changes</p> <p>Changes in matter</p> <p>Forces</p> <p>The Bible as a special book for Christians</p> <p>Stories Jesus told and other stories from the Bible</p> <p>Understanding how to use the keyboard to input</p> | <p>Caring for our natural world</p> <p>Describing how to care for animals and Plants</p> <p>Who is special to us? Jesus is special to Christians – stories about Jesus. Religious leaders e.g. vicar in the local community</p> <p>Logging in independently</p> | <p>Historical figures – important roles within society</p> <p>Lifecycles</p> <p>Special places in the community</p> <p>Places of worship (Church visit)</p> <p>Online safety</p> | <p>Similarities and differences between the past and now</p> <p>Growth</p> <p>Different religious and cultural communities in England</p> <p>Weddings (Christian and Hindu marriage ceremonies)</p> <p>Using technology to document own work</p> | <ul style="list-style-type: none"> - Notice - Ask questions - Explain - Describe - Make predictions - Sort and classify - Record |
| <p>Expressive Arts and Design</p> <p>Music</p> <p>Art and Design</p> <p>Drama</p> | <p>Representations of artwork</p> <p>Planning and discussing artwork</p> <p>Selecting materials for a purpose</p> <p>Follow a recipe / instruction</p> <p>Discussing where the food comes from</p> <p>Listening and responding to sounds</p> | <p>Selecting materials for a purpose</p> <p>Scissor control and one-handed tools</p> <p>Create dens independently</p> <p>Singing songs to music (e.g. Christmas play)</p> <p>Singing with others (e.g. Christmas nativity)</p> <p>Creating own music</p> <p>Move in time to music</p> | <p>Discuss and reflect on artwork/designs</p> <p>Explore sewing actions</p> <p>Singing in tune to music</p> <p>Listening carefully to music and starting to move to it</p> <p>Joining in with singing and dancing</p> <p>Retell stories using materials/props</p> | <p>Plan, do, review their creations, refining and improving</p> <p>Combining different techniques e.g. collages, paint, crayon, clay to create art</p> <p>Artistic effects and colour mixing for a purpose</p> <p>Uses a range of instruments to create music safely</p> | <p>Accurate representations of people and animals</p> <p>Explore making sculptures</p> <p>Create different structures using a range of resources.</p> <p>Perform poems, songs and stories</p> <p>Invent and adapt stories through role play and small world play</p> | <p>Experiment with shades of a colour</p> <p>Explore the use of a range of tools</p> <p>Have preferences for forms of expression and explain use of materials and design</p> <p>To follow theirs and others plans using small and large construction and junk modelling. Then review.</p> <p>Discussing problems and how to overcome them</p> | <ul style="list-style-type: none"> - Manipulate and control - Make decisions - Imagine - Connect ideas - Explore - Experiment - Explain - Reflect - Plan and organise - Observe and ask questions - Listen and discriminate - Turn take - Collaborate - Sing - Play - Follow a rhythm - Compose |

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| | <p>Recreating familiar stories</p> <p>Using imagination in role play</p> | <p>Replicating choreographed dances</p> <p>Watch and talk about dance and performing art, expressing their feelings and responses (Christmas shows)</p> <p>Recount and retell familiar stories using role play</p> | | | <p>Adapting well known stories and narratives</p> <p>Creating our own stories</p> | | |
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