

# Reception Curriculum Map

## Communication and Language

### Listening and attention

- Listen attentively in a range of situations
- Listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions
- Give their attention to what others say and respond appropriately, while engaged in another activity.

### Understanding

- Follow instructions involving several ideas or actions
- Answer 'how' and 'why' questions about their experiences and in response to stories or events

### Speaking

- Express themselves effectively, showing awareness of listeners' needs
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- Develop their own narratives and explanations by connecting ideas or events.

## Expressive art and design

### Exploring and using media and materials

- Sing songs, make music and dance, and experiment with ways of changing them
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

### Being Imaginative

- Use what they have learnt about media and materials in original ways, thinking about uses and purposes
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

## Religious education

### Special People

- Talk about people who are special to us, who we admire; friendship and the ways that people care for others; stories from the Bible and from another religion about friendship and care for others

### **Special Times**

- Talk about celebrations in their own lives and the stories and celebrations of some major religious festivals

### **Special Places**

- Talk about why some places are special and what makes them special; the church as a special place for Christians and religious beliefs about the world as a special place

### **Being Special**

- Begin to understand that each person is unique and valuable;
- Become familiar with how this is shown in Christianity through infant baptism and dedication; and signs and symbols used in the welcome of children into a faith community

## **Physical development**

### **Moving and Handling**

- Show good control and co-ordination in large and small movements
- Move confidently in a range of ways, safely negotiating space
- Handle equipment and tools effectively, including pencils for writing

### **Health and self-Care**

- Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe
- Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

## **Understanding the world**

### **People and Communities**

- Talk about past and present events in their own lives and in the lives of family members
- Know that other children do not always enjoy the same things, and are sensitive to this
- Know about similarities and differences between themselves and others, and among families, communities and traditions

## **The World**

- Know about similarities and differences in relation to places, objects, materials and living things
- Talk about the features of their own immediate environment and how environments might vary from one another
- Make observations of animals and plants and explain why some things occur, and talk about changes

## **Technology**

Recognise that a range of technology is used in places such as homes and schools -Select and use technology for particular purposes.

## **Values**

### **British Values**

#### ***Democracy***

- Take part in class votes
- Begin to know why this is a fair way to make group decisions

#### ***Rule of law***

- Suggest ideas for class rules and begin to explain why they should be in place
- Follow the school rules

#### ***Individual liberty***

- Begin to make choices independently
- Share ideas and suggestions

#### ***Mutual respect***

- Take turns and share resources

#### ***Tolerance of those of different faiths and beliefs***

- Name people/events/things that are important to them and say why they are important
- Listen to others talk about people/events/things that are important to them

### **Spiritual, Moral, Social and Cultural Values**

**Spiritual** --explore the natural environment and talk about what they like/where they enjoy being and why. -Discuss interest and fears with trusted adults and friends e.g. starting school, the Nativity.

**Moral** -Discuss right and wrong (through the context of stories, everyday experiences rules) -Discuss fairness and equality (context of children sharing resources and learning together) -Begin to recognise some ways in which we can look after where we live and learn.

**Social** -Begin to learn collaboratively -Talk about some people who help us in our families and communities

**Cultural** -Learn about different national celebrations (such as St George's day, St David's day) and begin to recognise that other cultures celebrate occasions and live their lives differently to themselves.

## **Mathematics**

### **Numbers**

- Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number
- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer
- Solve problems, including doubling, halving and sharing

### **Shape, Space and Measures**

- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems
- Recognise, create and describe patterns
- Explore characteristics of everyday objects and shapes and use mathematical language to describe them

## **Personal, social and emotional development**

### **Self-confidence and self-awareness**

- Confident to try new activities, and to say why they like some activities more than others
- Confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- Say when they do or do not need help

### **Managing feelings and behaviour**

- Talk about how they and others show feelings

- Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable
- Work as part of a group or class, and understand and follow rules
- Adjust their behaviour to different situations, and take changes of routine in their stride

### **Making relationships**

- Play cooperatively, taking turns with others
- Take account of one another's ideas about how to organise their activity
- Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children

## **Literacy**

### **Reading**

- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words
- Demonstrate an understanding when talking with others about what they have read

### **Writing**

- Use their phonic knowledge to write words in ways which match their spoken sounds
- Write some irregular common words
- Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.