ST MARGARET'S CALNE
CO-EDUCATIONAL NURSERY & PREP

Reception Curriculum Map

<table>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Communication and Language</td><td colspan="6">Listening, Attention and Understanding
Children will develop the skill to listen attentively and respond to what they hear with relevant questions, comments and actions in a variety of contexts during the day. They will be extending their questioning skills by becoming confident to make comments about what they have heard and ask questions to clarify their understanding. Conversational engagement will be strengthened through back-and-forth exchanges with their teacher and peers.

Speaking
Confidence to participate in small group, whole class and one-to-one discussions will be supported. Children will be encouraged to offer their own ideas, using recently introduced vocabulary in the right context. They will offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Children will share and express their ideas and feelings about their experiences using full sentences, using the correct tenses and making use of conjunctions, with modelling and support from their teacher.</td></tr>
<tr><td rowspan="2">PSHE (delivered via the Coram SCARF programme of study)</td><td>Me & My Relationships Error! Bookmark not defined.</td><td>Rights and respect</td><td>Valuing difference</td><td>Being My Best</td><td>Keeping safeError! Bookmark not defined.</td><td>Growing & Changing</td></tr>
<tr><td colspan="6">Self-Regulation
Children will have daily opportunities to show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. They will begin to set and work towards simple goals, being able to wait for what they want and control their immediate impulses. They will develop focused attention to what the teacher says, responding appropriately even when engaged in activity. They will demonstrate the ability to follow instructions involving several ideas or actions.</td></tr>
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	Managing Self They will demonstrate confidence to try new activities and show independence, resilience and perseverance in the face of challenges. They will have the ability to explain the reasons for rules, know right from wrong and try to behave accordingly. They will be able to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships** Children will be able to work as a team and play cooperatively with others and take turns with others. They will form positive attachments to adults and friendships with peers and show a sensitivity to their own and to others' needs.
Physical Development	**Gross Motor Skills** Children will demonstrate the ability to negotiate space and obstacles safely, with consideration for themselves and others. In addition to this they will develop strength, balance and coordination when playing. Children will be able to move in different ways showing energetic movements, such as running, jumping, dancing, hopping, skipping and climbing. **Fine Motor Skills** Children will develop a secure and effective pencil grip in preparation for fluent writing – using the tripod grip in almost all cases. They will practise using a range of small tools, including scissors, paint brushes and cutlery. They will begin to show accuracy and care when drawing.
Literacy	**Comprehension** Children will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words using recently introduced vocabulary; This will include anticipating, where appropriate, key events in stories. They will begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction books, rhymes and poems and during role-play. **Word reading** Children will develop their phonic knowledge by saying a sound for each letter in the alphabet and learn at least 10 digraphs (2 letters which make 1 sound). They will learn how to read words consistent with their phonic knowledge by sound-blending and read aloud simple sentences. They will enjoy books that are consistent with their phonic knowledge which will include some common exception words. **Writing**

<table>
<tr><td></td><td colspan="6">Children will learn and practise to write recognisable letters, most of which will be formed correctly. They will develop confidence to spell words by identifying sounds in them and representing the sounds with a letter or letters. Children will then develop the skill to write simple phrases and sentences that can be read by others.</td></tr>
<tr><td>Mathematics</td><td colspan="6">Number
Children will develop a deep understanding of number to 10, including the composition of each number. They will practise the skill of subitising (recognise quantities without counting) for numbers up to 5. They will learn how to automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns
Children will learn to verbally count beyond 20, recognising the pattern of the counting system. They will compare quantities of up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children will explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally (sharing).
Shape, Space and Measure
Throughout the year the children will engage in activities to develop their awareness and understanding of 2D and 3D shapes, weighing, measuring and capacity. They will compare lengths and order accordingly, fill containers to develop understanding of full, empty and half-full, use balance scales to explore heavy and light and name and begin to describe 2D and 3D simple shapes. Thus enrich their knowledge of and develop the correct vocabulary linked to these skills.</td></tr>
<tr><td rowspan="2">Understanding the World</td><td>RE
Special People

Key Question:

What makes people special?</td><td>RE
Christmas

Key Question:

What is Christmas?</td><td>RE
Celebrations

Key Question:

How do people celebrate?</td><td>RE
Easter
Key Question:

What is Easter?</td><td>RE
Stories

Key Question:

What can we learn from stories?</td><td>RE
Special Places

Key Question:

What makes places special?</td></tr>
<tr><td colspan="6">Past and Present
Children will have opportunities to develop their understanding of the past and present by talking about the lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read to them in class and at home. They will deepen</td></tr>
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	their understanding of the past through settings, characters and events encountered in books read in class and storytelling. **People, Culture and Communities** Children will develop vocabulary to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and simple maps. They will know and share some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what they have learnt in class. In addition to this they will have the ability to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps. **The Natural World** They will have opportunities to explore the natural world around them, making observations and drawing pictures of animals and plants. They will widen their knowledge of the natural world to enable to recall some similarities and differences between the natural world around them and contrasting environments. They will begin to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
Expressive Arts & Design	**Creating with Materials** Children will practise to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will learn the rewards of sharing their creations, explaining the process and skills they have used. They will make and use props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive** Children will have plentiful opportunities to invent, adapt and recount narratives and stories with peers and their teacher. They will sing a range of well-known nursery rhymes and songs either individually or in a group with their peers. They will perform songs, rhymes, poems and stories with others, and when appropriate they will try to move in time with music.		
MFL	Key facts on France and its culture. Greeting people, courtesies and simple instructions. Count up to 12. Practise key question and answer on name. Identify and name a few colours.	Say "Happy New Year". Talk about the New year celebrations in France. Count up to 12 (extension: numbers to 15). Say a bit about yourself (name and age).	Practise numbers 1-15. Identify and practise some farm animals. Find out facts about animal noises in French. Identify and practise some zoo animals. Say what you see or hear.

	Identify and repeat a few autumn weather phrases. Identify various parts of the house (door, window…). Name some rooms in the house. Ask where a room is and give a relevant answer (upstairs, downstairs). Talk about Christmas in France.	Name days of the week. Name some basic shapes and colours. Identify some parts of the face and body. Ask where something is. Understand some actions words. Use "I can" with action words to say what I can do. Talk about Easter in France.	Understand some adjectives of size (to describe animals.) Identify and name a few musical instruments and sports. Say if you play an instrument or a sport. Understand some phrases for likes and dislikes. Express some opinions.
Computing	**Foundations of Computing** Using computers and other devices, cause and effect, mouse control, digital drawing, early data.	**Digital Literacy & Problem solving** Simple programming, creating sequences, debugging, exploring data, digital art tools, logic games.	**Creativity, Collaboration and Independence** Digital storybooks, programming basics, using data, algorithms, understanding simple networks.
Music	Developing awareness of pitch and pulse using Kodaly songs and games and known action and movement songs Songs for Autumn Nativity	Developing awareness of pitch and pulse using Kodaly songs and games and known action and movement songs 'Stop and go' Exploring instruments Songs for Spring	Developing awareness of pitch and pulse using Kodaly songs and games and known action and movement songs Developing 'thinking voice' and inner pulse Songs for class assembly (growing/minibeasts)
PE	Developing actions through striking and fielding activities, incorporating actions and techniques from football and hockey. Circle games – developing an awareness of self and space.	Developing simple linked actions, co-operating with a partner, bouncing a ball, good footwork, developing body control, ball skills and partner work.	Striking and fielding games. Athletics – race preparation for EYFS Sports Day. Athletic activities of running, jumping and throwing; moving through, under, over and around obstacles.

	Swimming	Gymnastics Swimming	Teamwork and participation. Swimming