


EYFS Reception Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic	Marvellous me! Super heroes, our families and community, real life heroes	Let's Celebrate! Fireworks, birthdays and Christmas	The World's Wonders The Land of Snow and Ice Blast off! CNY	Once Upon a Time Gingerbread Man	The Brilliant Bug Ball Growing and change	Ocean Treasures and Transition
Enrichment	Visits from People who help us (if possible)	Life Education Bus/Tent WNR Week	Mystery Readers			
Parents as partners/Community links	Welcome Service Reading café	Family tree afternoon Nursery Rhyme Performance to parents	Reading café	Junk modelling afternoon	The Very Hungry Caterpillar's Giant Wiggle Reading café	End of year trip
Personal, Social, Emotional Development	Can I share and take turns? Can I follow and understand rules and routines? Can I talk about my feelings? Can I have the confidence to try new activities?		Can I speak confidently and share ideas in a small group? Can I show sensitivity to the feelings and needs of others? Can I choose my own resources? Can I ask for help when needed?		Can I take account of the ideas of others? Can I adapt to different situations and changes to routine? Can I talk about likes and dislikes with regard to activities, tasks and experiences?	

Communication and Language	Can I listen and follow stories? Can I act out roles that are familiar to me e.g. from a story/in the home corner. Can I use talk to organise, sequence and explain my ideas? Can I extend vocabulary by exploring the meaning of new words? Can I sustain attention while on task?		Can I listen attentively in a range of situations? Can I respond to stories with relevant comments, questions and actions? Can I anticipate key events in stories? Can I answer how and why questions in relation to stories and activities?		Can I attend and respond to what others say? Can I follow more complex instructions involving two or three parts? Can I use past, present and future tenses correctly when talking about different events? Can I follow a story without pictures or props? Can I explain ideas by drawing on previous experiences?	
Physical Development	Can I experiment with different ways of moving? Can I develop and practise fine motor control through finger gym activities? Can I begin to form letters? Can I use simple tools safely and with increasing control? Can I show increasing control when using bats and balls/equipment?		Can I experiment with different ways of moving to music? Can I balance and jump off of apparatus? Can I form letters?	Can I use music to express feelings and emotions? Can I show an awareness of things that keep us healthy and safe?	Can I understand the importance of exercise and a healthy diet? Can I negotiate space successfully and handle a range of tools safely?	Can I skip in time to music? Can I form letters correctly and sit them on the line? Can I talk about ways to stay fit and healthy?
Literacy Phonics	L&S Phase 1 during settling and baseline Start Phase 2	L&S Phase 2 Assessment	L&S Phase 3	L&S Phase 3 Assessment	L&S Phase 4/Consolidation of Phase 3 as appropriate	Complete Phase 4 Assessment Phase 5 (if ready)
Reading	Wordless picture books to develop vocabulary and comprehension skills /ORT Phase 1 books to share at home Home reading: Worded books matched to phonic ability when ready	Home reading: Worded books matched to phonic ability	Home reading: Worded books matched to phonic ability	Home reading: Worded books matched to phonic ability	Home reading: Worded books matched to phonic ability	Home reading: Worded books matched to phonic ability

Explore Reading	We're going on a Bear Hunt Ruby's Worries	Stanley's Stick	Lost and Found Astro-Girl	The Gingerbread Man xxx	Yucky Worms Errol's Garden	Barry the Fish with Fingers Commotion in the Ocean
Literacy (Writing)	<ul style="list-style-type: none"> - Mark-making opportunities in all areas of provision linked to books & storytelling text where appropriate. - Story props & puppets related to storytelling text in provision. - Children learn story-telling actions to retell story by heart. -Recognising/ Writing names - Recognising and labelling with initial sounds & writing CVC words (modelling) 	<ul style="list-style-type: none"> - Mark-making opportunities in all areas linked to books & storytelling text where appropriate. - Story props & puppets related to storytelling text in provision. - Children learn story-telling actions to retell story by heart. - Recognising/ Writing names - Labelling with initial sounds & writing CVC words - Begin correct letter formation of letter families 	<ul style="list-style-type: none"> - Continue to provide mark-making and writing opportunities throughout the provision - Story props & puppets related to storytelling text in provision. - Writing names and surnames - Labelling with initial sounds & writing CVC words, captions and simple sentences – think, say, write a sentence – (modelling) - Continue correct letter formation of letter families - L&S Phase 3 - Writing opportunities linked to books and Explore reading texts 	<ul style="list-style-type: none"> - Continue to provide writing opportunities throughout the provision - Story props & puppets related to storytelling text in provision. - Writing names and surnames - Labelling with initial sounds & writing CVC words, captions and simple sentences – think, say, write a sentence - Continue correct letter formation of letter families - L&S Phase 4 CCVC, CVCC words and polysyllabic words - Writing opportunities linked to books, experiences and Explore reading texts - Introduce Writing Café 		
Mathematics White Rose Maths #MathsEveryoneCan	Getting to know you - Baseline Phase: Just like me! Number: Match and sort/Compare amounts Measure, Shape and Spatial Thinking: Compare size, mass	Phase: It's Me 1 2 3! Number: Representing, comparing and composition of 1, 2, 3 Measure, Shape and Spatial Thinking:	Phase: Alive in 5! Number: Introducing zero Comparing numbers to 5 Composition of 4 & 5 Measure, Shape and Spatial Thinking: Compare Mass (2)	Phase: Building 9 and 10 Number: 9 & 10 Comparing numbers to 10 Bonds to 10 Measure, Shape and Spatial Thinking: 3D-shape	Phase: To 20 and beyond Number: Building numbers beyond 10, counting patterns beyond 10 Measure, Shape and Spatial Thinking: Spatial reasoning (1)	Phase: Find my Pattern Number: Doubling, sharing and grouping, even and odd Measure, Shape and Spatial Thinking:

	and capacity, Exploring pattern	Circles and triangles, Positional language Phase: Light and Dark Number: Representing numbers to 5, One more and less Measure, Shape and Spatial Thinking: Shapes with 4 sides, Time	Compare Capacity (2) Phase: Growing 6 7 8 Number: 6, 7 & 8 Making pairs Combining 2 groups Measure, Shape and Spatial Thinking: Length & Height Time	Pattern (2) Phase: Consolidation Number: as required Measure, Shape and Spatial Thinking: as required	Match Rotate Manipulate Phase: First, then, now Number: Adding more, taking away Measure, Shape and Spatial Thinking: Spatial reasoning (2) Compose and Decompose	Spatial reasoning (3) Visualise and Build Phase: On the Move Number: Deepening understanding, Patterns and relationships Measure, Shape and Spatial Thinking: Spatial reasoning (4) Mapping
Understanding the World	Can I talk about past and present events in own life? Can I be sensitive and respectful to the needs and beliefs of others? Can I explore our school environment? <i>Can I explore computer programs, iPad and camera?</i>	Can I explore a range of machines and technical toy? Can I grow and care for plants - looking at changes over time and decay? <i>Can I begin to complete computer programs?</i> <i>Can I talk about technology used in the home?</i>	Can I talk about the similarities and differences between myself and others? Can I talk about what animals need and where they live? Can I match animals to their young? <i>Can I use technology independently and to know what it is used for?</i>			
Expressive Arts and Design	Can I explore colour, texture and pattern? Can I take on a role in play? Can I construct with a purpose in mind? Can I use tools and resources to join materials? Can I sing a range of songs and rhymes?	Can I explore and create sounds with instruments? Can I design and select materials to create work independently? Can I experiment with colours, mixing paints and talking about changes?	Can I choose resources and adapting work where necessary? Can I select tools and techniques needed to assemble and join materials e.g. hole- punch and string and talking about choices? Can I move and dance to music?			
RE	Unit F4: Being Special: where do we belong?	Unit F2: Why is Christmas special for Christians?	Unit F6: Which stories are special and why?	Unit F3: Why is Easter special for Christians?	Unit F5: Which places are special and why?	Unit F1: Why is the word 'God' special to Christians?