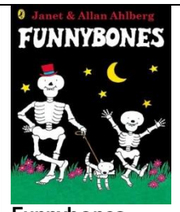
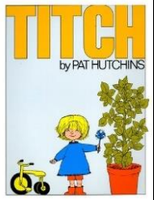
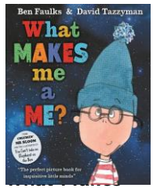
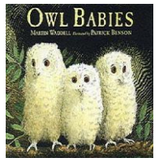
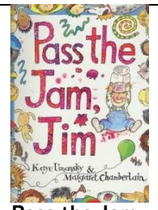
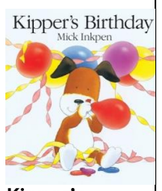
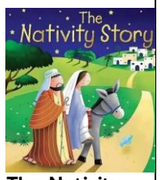
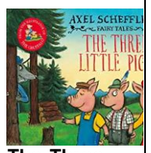
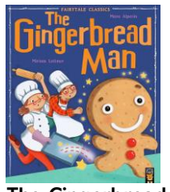
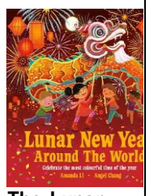
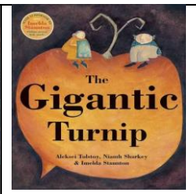
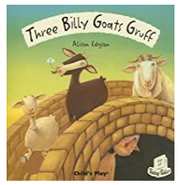
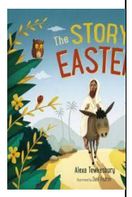
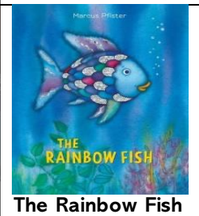
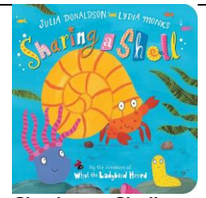
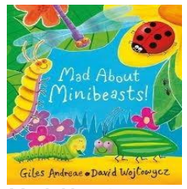
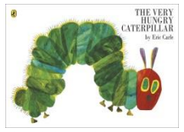
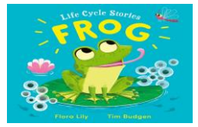
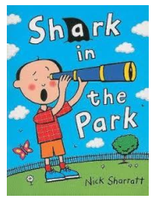
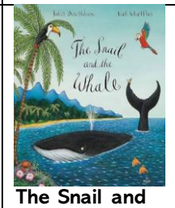
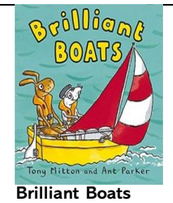
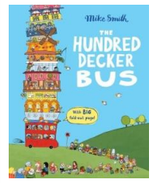
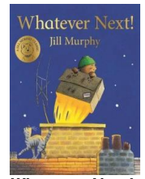
Reception – Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		This is Me	Let's Celebrate	Once Upon a Time		Our Wonderful World	Where Will We Go?
English	CLASS TEXTS	 **Funnybones** by Allan Ahlberg  **Titch** by Pat Hutchins **The Colour Monster** by Anna Llenas  **Me a Me?** by Ben Faulks  **Owl Babies** by Martin Waddell **The Little Red Hen** Retold by Mary Finch	**The Quiet Little Firework** by Nicola Coppack  **Pass the Jam, Jim** by Kaye Umansky **So Much!** by Trish Cooke  **Kipper's Birthday** by Mick Inkpen **One Snowy Night** by Nick Butterworth  **The Nativity Story**	**Jack and the Beanstalk** retold by various authors  **The Three Little Pigs** retold by various authors  **The Gingerbread Man** retold by various authors  **The Lunar New Year Around the World** by Amanda Li	 **The Gigantic Turnip** Retold by Aleksei Tolstoy **Goldilocks and the Three Bears** by various authors  **Three Billy Goats Gruff** by various authors  **The Story of Easter** retold by Alexa Tewkesbury	 **The Rainbow Fish** by Marcus Pfister  **Sharing a Shell** by Julia Donaldson  **Mad About Minibeasts!** by Giles Andreae **Superworm** by Julia Donaldson  **The Very Hungry Caterpillar** by Eric Carle  **Frog** by Flora Lily  **Shark in the Park** by Nick Sharratt	 **The Snail and the Whale** By Julia Donaldson  **Brilliant Boats** by Tony Mitton  **The Hundred Decker Bus** by Mike Smith  **Whatever Next!** by Jill Murphy **All the Ways to be Smart** By Davina Bell
	Reading	**We will be learning to –** **COMPREHENSION:** **AUTUMN 1** • Listen to a range of stories. Talk about the stories in their own words. • Follow stories that are read to them • Create story maps of key stories. • Look at books themselves. **AUTUMN 2** • Listen to a range of stories		**We will be learning to –** **COMPREHENSION:** • Answers questions about a text that has been read to them • Order pictures for stories that have been read to them • Talk about the beginning, middle and end of a story and other stories using pictures • Talk about sentences they have read and answer simple questions including predicting questions • Begin to use modeled vocabulary during role play, for example, in the small world		**We will be learning to –** **COMPREHENSION:** **SUMMER 1** • Listen to stories without pictures • Ask questions about stories they have read • Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text • Anticipate key events in stories • Use and understand recently introduced vocabulary during discussions about stories, no-fiction, rhymes and poems	

		• Repeats words and phrases from familiar stories • Repeats new vocabulary in the context of a familiar story read to them • Predict what might happen next when stories are read to them • Has a favourite book and seeks them out, to share with an adult, with another child, or to look at alone. • Talk about the characters and settings of the story that has been read to them • Retell stories through the use of story maps	• Seeks familiar texts or stories to re-read in the book area. Requests favourite stories and poems, for example during a class vote for a story.	• Starting to substantiate their predictions and opinions with evidence from the story **SUMMER 2** • Listen to longer stories • Listen to traditional tales and discuss characters, settings and use these to create stories • ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • ELG: Anticipate – where appropriate – key events in stories • ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems • I can link what I have read to my own experiences
		WORD READING/PHONICS: **AUTUMN 1** • Recognises their own name • Hears and says the initial sound in a words • Starts to link sounds to letters, naming and sounding the letters of the alphabet • RWI - Read some single-letter Set 1 sounds. **AUTUMN 2** • Continues a rhyming string • Identifies alliteration • Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them. • RWI - Read all single-letter Set 1 sounds. • Begins to link sounds to some more frequently used digraphs (sh, th, ss) • Includes every day literacy artifacts in their play • Begins to recognise some simple common exception words (I, the, to, you)	**WORD READING/PHONICS:** **SPRING 1** • Begins to recognise some written names of peers, siblings or 'Mummy'/'Daddy'. • Reads simple phonetically decodable words and simple sentences. • Continues to recognise and read some common exception words (put, no, we, be, he, she) **SPRING 2** • Says a sound for each letter in the alphabet and up to 6 digraphs (sh, ch, th, ng, nk, qu) • Read aloud simple sentences and books consistent with their phonic knowledge – RED Books • Reads some common exception words. • Has an increasing ability to recognise and read common exception words (was, said, like, no, go, are) • Sometimes draws on their own phonics knowledge to decode words to try and interpret text in wider books. • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc	**WORD READING/PHONICS:** **SUMMER 1** • ELG: Says a sound for each letter in the alphabet and up to 10 digraphs (sh, ch, th, ng, nk, qu, ff, ll, ss, ck) • ELG: Read words consistent with their phonic knowledge – GREEN Books • ELG: Read words consistent with their phonic knowledge (including above 10 digraphs) by sound blending • Has an increasing ability to recognise and read common exception words (they, all, into, have) • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc **SUMMER 2** • ELG: Says a sound for each letter in the alphabet and at least 10 digraphs (sh, ch, th, ng, nk, qu, ff, ll, ss, ck) • ELG: Read words consistent with their phonic knowledge – PURPLE Books • ELG: Read words consistent with their phonic knowledge (including above 10 digraphs) by sound blending • I can recognise and use the repetition of words and rhymes to aid reading. • I re-read to build up fluency. • I can check that the text makes sense as I read.
	Writing	**AUTUMN 1** • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. • Gives meanings to the marks they make using a range of writing tools: pencils, pens, paint etc. • Begins to break the flow of speech into words, to • hear and say the initial sound in words, using the sounds they know. • Begin to write CVC words with taught sounds **AUTUMN 2** • Enjoys making writing based texts – e.g Lists, invitations, cards, in which children will show attempts to form letters independently. • Gives meanings to the marks they make using a range of writing tools: pencils, pens, paint etc. • Begins to break the flow of speech into words, to hear and say the initial sound in words. • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence to write simple CVC words. •	**SPRING 1** • Enjoys making writing based texts – e.g Lists, invitations, cards, in which children will begin to apply simple word writing to their play. • Begins to explore making their own story books with simple word captions. • Gives meanings to the marks they make using a range of writing tools: pencils, pens, paint etc. • Children begin to caption marks they make using phonic skills to sound out simple words. • Continues to develop phonic knowledge, linking sounds to letters and writing recogniseable letters in sequence to write simple CVC/CCVC/CVCC words. • May begin to structure sentences. **SPRING 2** • Enjoys making writing based texts – e.g Lists, invitations, cards, in which children will begin to apply simple word writing to their play. • Children are able to explore making their own books, beginning to write short captions with each picture. • Uses their developing phonic knowledge to write things such as labels and captions. • Children begin to spell some common exception words correctly. • Begin to write simple sentences. • Begin to write words separated with finger spaces. • Begin to punctuate some simple sentences with capital letters and full stops. • Begin to write own ideas within provision.	**SUMMER 1** • ELG: Write recognisable letters, most of which are correctly formed • ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters • ELG: Write simple phrases and sentences that can be read by others • Beginning to punctuate some simple sentences with capital letters and full stops. • Re-read what they have written to check that it makes sense • Children are able to spell and apply some common exception words correctly to simple sentences and phrases **SUMMER 2** • ELG: Write recognisable letters, most of which are correctly formed • ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters • ELG: Write simple phrases and sentences that can be read by others • With more consistency, write sentences from own ideas – with capital letters, finger spaces, full stops and to check it makes sense, letters on the line) • Building writing stamina • Simple sentence punctuation is more consistent

Reception – Curriculum Map

COMMUNICATION & LANGUAGE – Spoken Language

LISTENING, ATTENTION & UNDERSTANDING - CURRICULUM LEARNING ACTIVITIES that support pupils to:

- Throughout the year focus on active listening and children understanding why listening is so important.
- 'Talking time' to ensure the other children are listening and beginning to form own questions to gather additional information. Then to clarify own thinking.
- Children to listen to extend stories with less reliance on pictures. Then no pictures and on to simple chapter stories.
- Children begin to predict what might happen and talk about the books they have read.
- Children use 'read aloud' 'think aloud' strategies when stories are being read to them.
- Children to listen and follow multistep instructions. "first get a piece of paper, then draw a circle".

SPEAKING - CURRICULUM LEARNING ACTIVITIES that support pupils to:

- Children to understand the importance of skilled speaking and the importance of the listener.
- Learn new vocabulary, teach key new words each week linked to gaps and topic. Ensure these words then embedded and used in children's speech and begin to use them in writing.
- Embed 'read aloud' 'think aloud' for extending sharing thoughts to solve problems.
- Staff to be good models of spoken language and support errors by repeating sentences back for children to hear and practice.
- 'Talking Time' used to support asking questions. Tapestry used for children to explain past activities with more details and allow other children to ask questions to clarify thinking.
- Use outside area/Open ended resources to support problem solving.
- Introduce Non-fiction texts and how they work.

MATHEMATICS – Maths

NUMBER:

- Subitise (recognise quantities without counting) to 5.
- Count 1:1 to 5.
- Match numeral and quantity to 5.
- Say one more and one less to 5.
- Make up to 5 in different ways using a part whole model and say the corresponding number sentence.
- Identify a 1p 2p and 5p coin and say its value.
- Add and subtract within 5 using counters.

SHAPE AND MEASURE:

- Order 4 objects by weight.
- Use the vocabulary of weight to describe 2 objects.
- Use simple mathematical language to describe circle, triangle, square, rectangle, cone, sphere, cylinder.
- Fill a numicon board and match numicon plates to make a picture including flipping or rotating numicon plates if necessary.
- Recognise that a shape can have other shapes within it.

NUMERICAL PATTERNS:

- Can orally count to 10.
- Can work out doubles and halves to 5

NUMBER:

- Count 1:1 to 10.
- Order numbers to 10.
- Subitise (recognize quantities without counting)
- Match numeral and quantity to 10.
- Say one more and one less to 10.
- Make up to 10 in different ways using a part whole model and say the corresponding number sentence.
- Add and subtract within 10 using counters.
- Count on from a given number starting within 10.
- Make different amounts using 1p, 2p and 5p coins.

SHAPE AND MEASURE:

- Create and describe a pattern.
- Use the vocabulary of time.
- Order 3 objects by height and by capacity.
- Use the vocabulary of height/length to describe 2 objects.
- Use the vocabulary of capacity to describe 2 objects.
- Use simple mathematical language to describe cube, cuboid and pyramid.

NUMERICAL PATTERNS:

- Can orally count to 20.
- Knows double facts to 6 and can work them out to 10.
- Can work out if a number to 10 is odd or even.

NUMBER:

- Automatically recalls number bonds to 5.
- Automatically recalls some number bonds to 10.
- Knows double facts to 10.
- Recall some subtraction facts within 10.
- Use this knowledge to solve problems within 10.
- ELG: Have a deep understanding of number to 10, including the composition of each number;
- ELG: Subitise (recognise quantities without counting) up to 5;
- ELG: 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.

SHAPE AND MEASURE:

- Can continue a 3-part repeating pattern.
- Can select, rotate and manipulate shapes to make another shape.
- Can describe a shape using mathematical language.

Reception (end-of-year expectations)

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue copy and create repeating patterns.
- Compare length, weight and capacity.

NUMERICAL PATTERNS:

- Can orally count to 50.
- Can compare quantities to 10 recognising when the quantity is the same, greater than or less than.
- Can identify odd and even numbers to 10.
- Knows double facts to 10.
- Can share evenly between 2, 3 or 4 groups.
- ELG: Verbally count beyond 20, recognising the pattern of the counting system;
- ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

RELIGIOUS EDUCATION – RE

Branch 1 - Creation and Covenant	Branch 2 - Prophecy and Promise	Branch 3 - Galilee to Jerusalem	Branch 4 - Desert to Garden	Branch 5 - To the Ends of the Earth	Branch 6 -Dialogue and Encounter
The whole of creation shows God's love for	Mary was called to be Jesus' mother. Jesus was born in a stable	The Magi visited Jesus with gifts.	Easter is a celebration that Jesus is still with us.	Sunday is a special day for the Church to celebrate.	To understand the Christian family and beyond. Jewish belief in One God.

Reception – Curriculum Map

UNDERSTANDING THE WORLD	Science	• Life Cycle of Human • Body parts	• Changes – seasons – autumn è winter • Making observations • Planting	• What is the best material for a traditional tale character (cape)? • Sort materials according to texture, if they float, if they are magnetic, flexible, and waterproof. • Carry out investigations into the different materials. • Design and make traps for a 'bad' story character. • Planting beans • Changes – seasons – winter è spring	• Begin to understand where they live (Southend/ Essex) in relation to UK (and Europe/ World if appropriate). • Recognise some environments that are different to the ones in which they live. • Recognise some similarities and differences between life in this country and life in other countries. • Look at UK animals and how they live. • Talk about the different environments the animals live in. • Compare animals that live in nests and how they build them. • Compare the animals that live underground and what special features they have. • Changes – seasons – spring è summer	• Name 5 animals that will live wild in our area. • Name the different environments, Woodland, grass land, Pond. • Talk about the differences between animals' homes. (burrow, next, set) • Shows care and concern for living things and the environment • Discussions about forces and change within general provision. • Investigation area in provision
	History	• Talk about members of their immediate family. • Discuss and share experiences of their own past • Talk through their life and notice how they have changed. • Know what they can do but babies can't. • Look at how looking after babies has changed - different prams, bottles, nappies. • Creation of a timeline for our life and Reception Year.	• Discuss and share experiences of birthdays – past – their age – future.	• Share traditional tales stories, including those from other cultures. • Focus on two key stories - share how the stories are different.	• To find out about some of the ways that Southend has changed over the years (now and then).	
	Geography	• Discuss and share experiences of different celebrations including Birthdays, Diwali, Hanukkah, and Christmas!		• Learn about different celebrations including Chinese New Year • Create maps to and from different starting points e.g. through the woods, to the palace etc.	• Look at maps and globes to find where UK and another area of the world. • Look at aerial photos of these areas to compare what they look like. • Begin to create and follow simple maps. • Create maps of school and walk around the local area. Look at maps and aerial views of Sacred Heart. • Compare the weather in UK and another area of our world. Collect simple data on our weather. • Compare the different buildings in a village in another part of the world and what they are used for. • Compare buildings in Southend/England to those in another place.	• Discussions on where we have been, where we live • Discussions about weather, temperature. • Investigation of outside areas and finding of animals. • Look at maps and globes to find continents and oceans and talk about how different, hot and cold land areas and oceans are. • Talk about different creatures that live in the continents / seas • Introducing recycling and ways to look after our planet
	Computing	*Computing is not explicitly included within the Early Years Foundation Stage (EYFS) statutory framework, which focuses on the learning and development of children from birth to age five*. Children in the Early Years have access to a range of devices and remote-controlled toys and resources so that they can explore simple technologies independently and use them in their learning and play. We provide many opportunities for our pupils to use technology to solve problems and produce creative outcomes in their topic work, to enable the following outcomes: **COMPUTER SCIENCE** To complete a simple program on electronic devices. **INFORMATION TECHNOLOGY** To use ICT hardware to interact with age-appropriate computer software. To create content such as a video recording, stories, and/or draw a picture on screen. **DIGITAL LITERACY** STAYING SAFE: To begin to talk about what they would do if they saw something online that makes them sad, scared or worried. To develop digital literacy skills by being able to access, understand and interact with a range of technologies. To use the internet with adult supervision to find and retrieve information of interest to them.				

Reception – Curriculum Map

EXPRESSIVE ARTS AND DESIGN	Art	• Introduce self-serve paint provision. Choosing / exploring colour. • Self-portraits. Investigating colour mixing to represent skin tones, eye and hair colour. • Cutting patterns for hair effects • Draw self with coloured pencils and chalk.	• Ongoing self-serve paint provision. • Winter pictures using a colour wash. • Designing and making birthday cards. • Make Menorah from clay/joining materials. • Observational drawings of conkers and pumpkins with pastels. • Christmas cards and decorations using marble patterns.	• Ongoing self-serve paint provision with different sized/shaped/coloured paper. • Collaging • Patterns • Using vegetable prints to make characters from known stories. • Ongoing provision for role play with resources available to make props.	• Ongoing self-serve paint provision with different sized/shaped/coloured paper. • Junk model characters/ creatures/homes and environments. Using different media to produce landscapes.	• Ongoing self-serve paint provision. • Draw the Sacred Heart landscape and a landscape of another known place with charcoal. • Ongoing creative provision providing opportunities to choose tools and techniques.	• Ongoing self-serve paint provision. • Investigate texture to represent animals. Animal skin printing. • Draw a creature from a picture. • Ongoing creative provision providing opportunities to choose tools and techniques. • Design, make and verbally evaluate a salt dough character. • Use a paint programme to produce a topic-based picture. • Draw detailed drawings using pencil.
	Design Technology	• Modelling using junk modelling in play and how to join different materials. • On-going opportunities to develop knowledge and skills in cookery/foods – making, tasting, nutrition and hygiene.	• Junk model animals. Ongoing junk modelling in play. Use construction kits. • Make Menorah from clay/joining materials. • Christmas card / decoration with a split pin. • On-going opportunities to develop knowledge and skills in cookery/foods – making, tasting, nutrition and hygiene.	• Design and build a trap to catch the 'bad' story character construction kits or junk modelling materials and tools. Add a flap to their trap using treasury tags. • Ongoing provision for role play with resources available to make props. • On-going opportunities to develop knowledge and skills in cookery/foods – making, tasting, nutrition and hygiene.	• Junk model characters/ creatures/homes and environments. Using different media to produce landscapes. • Ongoing provision with opportunities for junk modelling and different methods of joining the materials. • 3D Mother's Day and split pin Easter cards involving cutting skills. • On-going opportunities to develop knowledge and skills in cookery/foods – making, tasting, nutrition and hygiene.	• Threading / weaving. • Draw a design for a village and then build with construction kits. • Design and build a house and explain how they have built it and what worked or went wrong. • Ongoing creative provision providing opportunities to choose tools and techniques. • On-going opportunities to develop knowledge and skills in cookery/foods – making, tasting, nutrition and hygiene.	• Ongoing creative provision providing opportunities to choose tools and techniques. • Design, make and verbally evaluate a salt dough character. • Create habitats using construction kits, junk modelling, playdough, computer drawing programmes and loose parts. Explain why they have chosen to use a certain material and what they might change. • On-going opportunities to develop knowledge and skills in cookery/foods – making, tasting, nutrition and hygiene.
	Music / Performing Arts	• Across the term, singing Songs/Rhymes, including Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks, Name Song, Things for Fingers, • Find the pulse. • Copy claps to the rhythm of names. • High and low using voices and instruments. • Ongoing role play opportunities to act out familiar routines.	• Experimenting with instruments • Learn, practice, and perform a Nativity play including singing and dancing. Perform to parents. • On-going role play provision with opportunities to act out familiar stories and routines.	• Songs/Rhymes, including I'm A Little Teapot, The Grand Old Duke Of York, Ring O' Roses, Hickory Dickory Dock, Not Too Difficult, The ABC Song. • Find the pulse. • Copy claps to the rhythm of phrases from the song. Invent a one note pattern to go with a song. • Ongoing provision for role play with resources available to make props.	• Singing Songs/Rhymes: Wind the Bobbin Up, Rock-a-bye Baby, Five Little Monkeys Jumping on the Bed, Twinkle Twinkle, If You're Happy and You Know It, Head, Shoulders, Knees And Toes. • Changes in sound • Invent ways to find the pulse. • Copy claps to the rhythm. Explore pitch. • Use the starting note to explore melodic patterns using one or two notes. • Ongoing provision for role play with resources available to make props.	• Singing Songs/Rhymes: Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat, The Wheels on The Bus, The Hokey Cokey. • Find the pulse and share your idea. • Copy claps to the rhythm. • Explore pitch. • Music and Movement. • Use the starting note to explore melodic patterns using one or two notes. • Learn, practice, and perform Class Assembly including singing and dancing. Perform to parents. • Watch different dance styles and respond.	• Singing Songs/Rhymes: Big Bear Funk. Find a funky pulse. • Copy claps to 4 word phrases from the song. Keep the beat of the song with a pitched note. High and Low Games. • Add pitched notes to the rhythm of the words or phrases in the song. • Enjoy playing patterns using a combination of any of the three notes C, D and E. • Ongoing role play opportunities to adapt stories and provide own narrative.

Reception – Curriculum Map

PSED	PSHE	• Ongoing opportunities for managing own needs: toileting, hand-washing, how to put on a coat. **SELF REGULATION:** • Photographs of different feelings. • Puppet gets cross, help him to calm down. Calming yourself down. • Talk about and celebrate children with different clothing, hair, eye colour and with different disabilities. • Talk about our families. **MANAGING SELF:** • Circle games to develop group identity. Getting to know you. • Getting to know the setting, establishing the rules. • Doing something brave. Overcoming fearfulness. **BUILDING RELATIONSHIPS:** • Making someone feel welcome. • Helping a friend to calm down when upset.	Ongoing opportunities for managing own needs: toileting, hand-washing, feelings, resolving conflict, food/drink **SELF REGULATION:** • Things that I like. • Pictures of children looking proud. What am I proud of? • Talk about how we celebrate festivals and that we are all different. • Talk about our homes. **MANAGING SELF:** • Puppets to model falling out in play and how to deal with it. • Healthy eating and the importance of hygiene (including dental) and exercise. **BUILDING RELATIONSHIPS:** • How is teddy feeling. List of scenarios. • Anti-bullying week. Focus on difference between falling out and being bullied. What to do if you are bullied.	Ongoing opportunities for managing own needs: toileting, hand-washing, brushing teeth, healthy food **SELF REGULATION:** • Children to work towards a joint goal. • Discuss how we have changed since we were babies and what we can now do. What am I good at? What would I like to get better at? Set targets. Review and discuss targets regularly. **MANAGING SELF:** • Discuss why we need rules and can't just do what we want. • Talk about what we are doing to reach our goals and if it is easy or not. Look at learning to ride a bike and the importance of resilience and perseverance. **BUILDING RELATIONSHIPS:** • Circle time saying positive things about our friends. Listening to their goals and encouraging them during pay or work time. • Vote on what we think would be the best material for a story character (e.g. cape) and explain why. Listen to other people's ideas.	**SELF REGULATION:** • Following instructions. • Games involving listening to, following and giving instructions. **MANAGING SELF:** • Incy Wincey Spider and the waterspout. Talk about not giving up on our goals and to continue until we get there. **BUILDING RELATIONSHIPS:** • Discussions about how to sort out different scenarios where children have different ideas/have fallen out. Focus on compromise, sharing and taking turns. • Know that story characters had to follow rules. Know that rules are important in society.	**SELF REGULATION:** • Use stories and puppets to explore loss (pets, grandparents, friends moving away, parents separating) how it makes you feel and what/who can help you. **MANAGING SELF:** • Fair/unfair. Discuss different scenarios and if it is fair or if you just don't like/want it. How can we make things fair? **BUILDING RELATIONSHIPS:** • Role play different scenarios where a friend is upset/cross and needs help to feel better. • Compare our lives to those of people in another place in the world. Discuss how culture is different between us and another place in the world.	Ongoing opportunities for managing own needs: healthy eating, teeth cleaning, exercise, rest, keeping safe outside **SELF REGULATION:** • Share different scenarios with children and give three different reactions. Children to discuss which way is best. Stress it is ok to feel upset/cross but not ok to act on it. **MANAGING SELF:** • Managing change. • Talk about worries coming into Reception and how it was ok. Discuss moving on to year one and any worries. Focus on positives. **BUILDING RELATIONSHIPS:** • To understand the importance of being kind and talk about ways of being kind to everyone. • To understand how to care for our world. • Role play in small groups how to sort out disagreements. Ongoing support in play to share and take turns.

Reception – Curriculum Map

PHYSICAL DEVELOPMENT	Physical Education	• Throughout the year children are encouraged and supported to develop the skills they need for a school day. Lining up, washing hands, moving around school, queuing, eating lunch. **GROSS MOTOR SKILLS:** • On-going access to outdoor area and large and small apparatus with opportunities to move, balance, climb, jump and develop co-ordination and agility. Focus on rolling, crawling and walking in different ways. **FINE MOTOR SKILLS:** • On-going finger gym provision with opportunities to use tweezers, scissors, pencils, paintbrushes, forks, spoons, cotton buds. • Focus on pencil grip, demonstration and encouragement of tripod grip whenever holding a pencil. • Opportunities to practise anticlockwise movements. • Mark making opportunities in provision. • Name writing practise with correct letter formation. • Targeted scrimbling groups. • Self-portrait in pencil.	• On-going opportunities to develop increasing independence in own care needs – using the toilet, washing and drying their hands • Road safety. **GROSS MOTOR SKILLS:** • On-going access to outdoor area and large and small apparatus with opportunities to move, balance, climb, jump and develop co-ordination and agility. • Focus on running and jumping. • Games involving throwing and catching a ball. **FINE MOTOR SKILLS:** • On-going finger gym provision with opportunities to use tweezers, scissors, pencils, paintbrushes, forks, spoons, cotton buds. • Mark making opportunities in provision. • Handwriting practise focusing on learnt letters. • Targeted name writing with correct letter formation.	• Continue to establish independence in own care needs – using the toilet, washing and drying their hands, brushing teeth • Internet safety - sensible screen time. **GROSS MOTOR SKILLS:** • On-going access to outdoor area and large and small apparatus with opportunities to move, balance, climb, jump and develop co-ordination and agility. • Focus on hopping and skipping. • Games involving kicking, passing and aiming a ball. **FINE MOTOR SKILLS:** • On-going finger gym provision with opportunities to use a range of small tools including sewing, locks, peg boards, cutting activities, links etc. • Writing opportunities in provision. • Handwriting practice for learnt letters.	**GROSS MOTOR SKILLS:** • On-going access to outdoor area and large and small apparatus with opportunities to move, balance, climb, jump and develop co-ordination and agility. • Focus on core muscle strength. • Games involving batting a ball. **FINE MOTOR SKILLS:** • On-going finger gym provision with opportunities to use a range of small tools including sewing, locks, peg boards, cutting activities, links etc. • Writing opportunities in provision. • Handwriting practice for learnt letters • Draw a story character from a picture.	**GROSS MOTOR SKILLS:** • On-going access to outdoor area and large and small apparatus with opportunities to move, balance, climb, jump and develop co-ordination and agility. • PE sessions using gym apparatus **FINE MOTOR SKILLS:** • Targeted finger gym provision with opportunities to use small tools. • Writing opportunities in provision. • Handwriting practise for all learnt letters.	• Safely using gardening equipment. **GROSS MOTOR SKILLS:** • On-going access to outdoor area and large and small apparatus with opportunities to move, balance, climb, jump and develop co-ordination and agility. • PE sessions to develop precision and accuracy with a ball. **FINE MOTOR SKILLS:** • Targeted finger gym provision with opportunities to use small tools. • Writing opportunities in provision. • Handwriting practise for all learnt letters.