



## Grimsdyke School Curriculum Map – Reception



	<b>Personal, Social and Emotional</b>	<b>Communication and Language</b>	<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the world</b>	<b>Physical development</b>	<b>Expressive art and design</b>	<b>Involving Parents</b>
<b>Autumn 1</b>  <i>Colours of the world</i>	<i>Forming good relationships and including others in play i.e. sharing. Selecting own resources. Communicating with peers and listening. Becoming aware of boundaries</i>	<i>Showing some listening skills. Following simple instructions. Understanding the uses of the equipment. Talking about what has happened.</i>	<i>Rhythmic activities. Looking at books and joining in with refrains. Making marks for meaning</i>	<i>Saying some number names in play and rhymes. Recognising numbers up to 5. Counting the right number of objects/actions. Using shapes in pictures.</i>	<i>Showing interest in their lives and those of personal significance. Finding out what makes them similar and unique. Noticing detailed features in their environment. Investigating how simple ICT works.</i>	<i>Beginning to understand their own needs. hunger/toilet/ personal hygiene. Dressing with support. Moving freely using suitable spaces and speed. Drawing lines and circles. Holding a pen correctly. Using equipment safely.</i>	<i>Learning new songs. Building using simple construction. Using simple tools. Familiar role play</i>	<i>Settling in time supporting transition. Baseline- Child's interests at home. Meet the teacher. Parent Interviews</i>



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<p><i>Autumn 2</i></p> <p><i>Let's Celebrate</i></p>	<p><i>Explaining own knowledge and asking questions. Taking on responsibility. Developing confidence in different social situations. Developing awareness of friendship and feelings. Working as a group with support. Solving their own problems.</i></p>	<p><i>Listening with interest and responding to stories. Describing where something is with prepositions. Following 2 step instructions. Speaking in front of a small group. Using and because in sentences. Using language to support role play.</i></p>	<p><i>Introducing alliteration-initial sounds rhyming string through stories. Hear and say initial sounds in words. Becoming familiar with the structure of story. Begin to recognise some words. Begin to blend some sounds. Writing own name</i></p>	<p><i>Matching objects to numerals. Representing and recognising some numbers. Counting up to 10 and beyond. Using positional language e.g. behind &amp; next to. Noticing simple shapes and patterns in pictures. Creating patterns. Daily routines and using terminology e.g. home time.</i></p>	<p><i>Describing special events and joining in with them. Talking about differences in different families. Investigating about how things work e.g. toys that have moving parts. Using age appropriate software.</i></p>	<p><i>Moving freely in a variety of different ways. Using scissors and other tools safely. Establishing a dominant hand. Making anticlockwise movement.</i></p>	<p><i>Moving to music rhythmically. Christmas play, songs and nativity. Exploring colour/texture to make pictures. Exploring the sounds of instruments. Joining in with a wider variety of role play.</i></p>	<p><i>Christmas concert. Parents invited to come and see. Learning Journeys and enjoy a homemade mince pie. Curriculum evening</i></p>
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<p><i>Spring 1 To Infinity and Beyond</i></p>	<p><i>Finding compromise with peers Developing confidence to speak about own needs and opinions Understanding the effect of their actions on others</i></p>	<p><i>Sitting quietly during an activity Following instructions and then completing an activity Understanding some humour Asking questions Using different tenses Extending vocabulary and using new vocab in roleplay</i></p>	<p><i>Predicting stories Describing different elements in stories Rhyming strings Using storylines in role play</i></p>	<p><i>Finding totals One more/one less to 5 then 10 Recording our work Describing 2D and 3D shapes Ordering items by length, weight and capacity Time sequencing</i></p>	<p><i>Using the computer to access information Completing a simple program</i></p>	<p><i>Balancing Throwing and catching Letter formation Jumping and landing safely Spotting danger Putting equipment away</i></p>	<p><i>Tap out repeated rhythms. Movement to music Constructing with purpose</i></p>	<p><i>Planting and gardening day</i></p>
<p><i>Spring 2 Fantasy and fairy tales</i></p>	<p><i>Taking turns Expressing a preference of activity</i></p>	<p><i>Listening attentively in different situations e.g. assembly Following a story without</i></p>	<p><i>Using information books Reading and understanding simple sentences</i></p>	<p><i>Estimating Using the language of More/Fewer Practical Subtraction</i></p>	<p><i>Fairy stories and traditional tales from around the world</i></p>	<p><i>Exerting increasing control over objects Making decisions</i></p>	<p><i>Creating different textures Adapting and improving our designs</i></p>	<p><i>Parent Consultations</i></p>



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	<p><i>with reasoning</i>  <i>Knowing that some behaviour is unacceptable</i></p>	<p><i>pictures or props</i>  <i>Using intonation</i>  <i>Linking statements in an organised way</i></p>	<p><i>Writing sentences using our phonic knowledge</i></p>	<p><i>Using numbers to 20</i>  <i>Using time and money language</i>  <i>Investigating patterns</i></p>	<p><i>Using programmable equipment</i>  <i>Easter</i></p>	<p><i>about which tool and equipment to use and explaining choices</i>  <i>Developing confidence in movement</i></p>		
<p><i>Summer 1</i>   <i>All Creatures Great and small</i></p>	<p><i>Including others ideas in their activity</i>  <i>Saying when they do or don't need help</i>  <i>Adjusting behaviour to different situations and adapting to new routines</i></p>	<p><i>Responding appropriately to stories</i>  <i>Listening and responding to peer's ideas</i>  <i>Listening to complex instructions</i>  <i>Increasing awareness of the listener</i></p>	<p><i>Demonstrating an understanding of what has been read</i>  <i>Writing irregular common words</i>  <i>Writing sentences that can be read by self and others.</i></p>	<p><i>Using mathematical language to create and solve problems</i>  <i>One more/one less without apparatus</i>  <i>Subtraction-counting backwards</i></p>	<p><i>Visit from the Bug Man</i>  <i>Exploring different occupations and ways of life.</i>  <i>Shows concern for living things</i>  <i>.</i></p>	<p><i>Developing good control and coordination in large and small scale movements</i>  <i>Investigate ways to keep healthy and safe</i>  <i>Investigate changes to the body after exercise</i></p>	<p><i>Experiment with ways of changing music song and dance</i>  <i>Represent my own ideas, thoughts and feelings</i></p>	<p><i>Come and see my Learning Journey</i></p>



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<p><i>Summer 2</i></p> <p><i>Commotion in the sea</i></p>	<p><i>Demonstrating sensitivity to others and forming positive relationships with other children.</i></p>	<p><i>Responding appropriately to different situations</i>  <i>Using tense correctly</i>  <i>Creating narrative.</i></p>	<p><i>Familiarity with irregular high frequency words</i>  <i>Describe the main events in a story</i>  <i>Practice writing words of more than one syllable</i>  <i>Examine key features of narrative</i></p>	<p><i>Addition and subtraction using a number line</i>  <i>Doubling and halving</i>  <i>Using mathematical language to describe 3D shapes</i>  <i>Using language of capacity</i></p>	<p><i>Explore similarities and differences in environments, materials, living things and places</i></p>	<p><i>Sun Safety: Knowing the importance of how to stay safe.</i>  <i>Sports Day- explore elements of competition</i></p>	<p><i>Talk about ideas and processes that lead to the children's work in music, dance, design or image</i>  <i>Talk about own and others work recognising differences and strengths</i></p>	<p><i>Trip to Odds Farm</i>  <i>Carnival</i>  <i>Sports day</i>  <i>Meet the teacher</i></p>
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