



Reception Curriculum Map 2024-25

At Hunslet Moor Primary we are determined that every child... is a **confident** and **competent** reader and **communicator** has the **knowledge** they need for **future success** is **enriched** through meaningful **experiences** has **aspirations**, inspiration and the **attributes** to be a **responsible citizen**

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | All about me | Dinosaurs | Once Upon a Time | A Long Time Ago | Growing | Space |
| Enriching experience | Family picnic | Dinosaur Workshop | Temple Newsam – 3 little Pigs workshop | A Museum visit | Hatching Ducks | VR workshop |
| Key Texts | <p>Mixed - Arree Chung </p> <p>The Perfect Fit - Naomi and James Jones </p> <p>Hair love - Matthew A Cherry </p> <p>What Happened to You - James Catchpole </p> | <p>Dinosaurs In My School - Timothy Knapman </p> <p>How to Look After a Dinosaur - Jason Cockcroft </p> <p>Mad About Dinosaurs - Giles Andreae </p> <p>Christmas texts </p> | <p>The Gingerbread Man </p> <p>Goldilocks and the Three Bears </p> <p>The 3 Little Pigs </p> <p>The 3 Billy Goats Gruff </p> | <p>Lost in the toy museum - David Lucas </p> <p>Mr Grumpy's Motor Car - John Burningham </p> <p>A House that once was - Julie Fogliano and Lane Smith </p> | <p>The Very Hungry Caterpillar - Eric Carle </p> <p>The Teeny-weeny Tadpole - Sheridan Cain </p> <p>Jaspers Beanstalk - Nick Butterworth & Mick Inkpen </p> <p>The Growing Story - Ruth Krauss & Helen Oxenbury </p> | <p>The Way Back Home - Oliver Jeffers </p> <p>Bob the Man on the Moon - Simon Bartram </p> <p>Whatever Next - Jill Murphy </p> <p>The Dot - Peter H Reynolds (used to support transition) </p> |
| Story time texts | <p>Story time texts- Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or rhyme Thursday- Non-Fiction Friday- Class choice by vote</p> | <p>Story time texts- Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or rhyme Thursday- Non-Fiction Friday- Class choice by vote</p> | <p>Story time texts- Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or rhyme Thursday- Non-Fiction Friday- Class choice by vote</p> | <p>Story time texts- Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or rhyme Thursday- Non-Fiction Friday- Class choice by vote</p> | <p>Story time texts- Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or rhyme Thursday- Non-Fiction Friday- Class choice by vote</p> | <p>Story time texts- Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or rhyme Thursday- Non-Fiction Friday- Class choice by vote</p> |

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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| Communication and Language | I can listen carefully to songs, stories and rhymes and respond by joining in. I can follow one or two part instructions. I can understand and respond to instructions with: 2 key words - put on your hat 3 key words - can you wash dolly's face. | I can understand and respond to 'how' and 'why' questions. I can use vocabulary I have learned in different contexts. I can use some describing words when talking about what I have learnt e.g sharp, scary, large ect. | I can demonstrate good listening behaviours. I engage in story times. I like to join in with familiar songs and rhymes. I can retell familiar stories using learned story language. I can talk about my favourite part in stories I have read. | I can follow instructions with two or more parts reliably. I can respond to what I have heard by asking questions and saying what I think. I can say what I think I can ask questions about what I have heard. I can wait and take turns in conversations. I can respond to what others say. | I can express myself using full sentences. I am beginning to use conjunctions to join ideas together. I can explain how things work and why they happen e.g the lifecycle of a caterpillar. | I can listen carefully. I can respond with questions, comments and actions. I can make comments about what I have heard. I can ask questions to help me understand. I can engage in conversations with my friends and teachers. I can express my ideas using longer sentences. |
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PSED

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children are supported to manage and talk about their emotions and the emotions of others. They are also supported to identify their own strengths and challenges and develop their resilience when completing things they find difficult. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

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| PSED | I can talk about my feelings and the feelings of others. I can follow basic instructions and the rules of the setting. I am starting to handle new experiences with more confidence. I can play with others cooperatively. I can use the toilet independently (including hygiene) and am usually dry throughout the day. | I can follow the daily routines. I understand that my needs might not be met immediately. I am beginning to apply strategies to regulate big feelings e.g going to a quiet space to calm down. I can play cooperatively with others, seeking adult support when necessary. | I am starting to sit and listen more consistently during adult focus time. I can follow one or two part instructions consistently. I am beginning to persevere with activities I find difficult. I can talk about how I am feeling. I am beginning to identify how others may be feeling. | I can identify a range of different feelings. I can say how others are feeling based on their actions and expressions. I can keep on trying when I find something difficult. I can say what I am good at and what I would like to improve. I can play cooperatively with others and am beginning to sort out problems. | I can wait for my requests and needs to be met. I can listen and respond to adults I can persevere with activities I find difficult. I can show care for others and things in the environment. | I can say how I and others are feeling. I can show my understanding of feelings by changing my behaviour. I can set myself goals to work towards. I can follow instructions accurately (several ideas or actions) I can talk about ways to stay healthy. |
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Physical Development

A multitude of activities supporting both fine and gross motor development will be planned for in both indoor and outdoor provision **based on the needs of the children**. These will include; cutting, weaving, mark making, painting, stamping, moulding, threading, tracing. Skill progression will differ depending on the child's individual stage of development. Fine motor skills also include dressing, eating and hygiene. Children will be supported to **become more independent** at fastening their own buttons, laces and zips. There will be multiple opportunities to run, climb, jump, build, throw and catch whilst exploring a variety of ways to move. Outside, children will be able to assess and manage risk as they climb, balance and move in different ways through a variety of obstacles. Activities will be both child initiated and adult directed. **Other interventions, such as Dough Disco, will be planned and delivered** whilst children's pencil grip will be monitored and supported throughout, at their own appropriate level.

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| Physical Development | I can use the toilet independently (including hygiene) and I am usually dry throughout the day. I can make healthy choices. I can balance (balance bikes, scooters, climbing) I can skip, hop and stand on one leg. I can use large scale muscle movements. I can use one handed tools confidently. I can use a comfortable grip with good control when using pencils. | I am developing my tripod grip. I am beginning to draw with more accuracy. I can engage in routines such as lining up, lunchtimes and brushing teeth with some support. I can negotiate obstacles in the outdoor area with confidence. | I can sit at a table to write. I can hold a pencil in a tripod grip. I can use cutlery and other one handed equipment. I can engage in routines such as lining up, lunchtimes and brushing teeth with confidence. | I can talk about different ways of staying fit and healthy. I can use lots of different ways of moving appropriately. I can climb over, under and through obstacles. I can throw, kick, pass and catch a large ball. I can move and use both large and smaller scale equipment (building blocks ect). I can show good pencil control when mark making and drawing. I can use scissors | I am developing my own handwriting style and I am writing most lowercase letters correctly. I can talk about the different foods I need to eat to keep healthy. | I recognise the importance of healthy living and the effect it has on my body. I can travel around space and obstacles safely. I can show strength, balance and coordination in movement. I can move in different ways - run, jump, skip and climb. I can hold a pencil in a tripod grip and form letters accurately. I can use a range of tools I can draw with accuracy. |
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Literacy

Texts are carefully planned out to ensure a wide exposure to different genres and authors. A love for reading is promoted through daily story times and half termly library visits. Phonics is taught daily with children being grouped into the appropriate RWI groups. Children will complete 1 focus writing task with an adult, based on what they have been learning in carpet sessions. Opportunities for writing are also set up in provision, inside and outside, linking to children's interests and the current focus topic. Children will be supported to develop a tripod grip, apply skills they have been taught with independence and, above all, be encouraged to develop a confidence towards mark making and writing activities. Writing opportunities are pitched appropriately for children of different abilities, ensuring challenge whilst allowing children to achieve their own successes.

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| Literacy | <p>I can demonstrate good fine motor control when using tools e.g scissors, threading ect.</p> <p>I can write some letters with good formation e.g the letters from my name.</p> <p>I can segment words in the order in which they occur (with support).</p> <p>I can orally segment single sound CVC words e.g c-a-t.</p> <p>I can say the initial sounds in most words.</p> <p>I can apply my print knowledge to my emergent writing.</p> <p>I can write my own name.</p> <p>I can hold a book the correct way up and turn the pages carefully, one at a time.</p> <p>I can differentiate between words and pictures.</p> | <p>I am beginning to write sounds learnt in phonics correctly.</p> <p>I can recall key events in stories we have read.</p> <p>I can identify and write the initial sounds in words.</p> <p>I am beginning to write simple CVC words.</p> <p>I am beginning to blend CVC words with support.</p> | <p>I am beginning to write words containing learnt diagraphs using a sound mat to support.</p> <p>I can write simple CVC words.</p> <p>I am beginning to write short captions e.g 'red hat'.</p> <p>I can read CVC words.</p> <p>I can answer questions about stories we have read.</p> | <p>I can write most lower case letters correctly.</p> <p>I am beginning to write some captions.</p> <p>I can write words containing learnt diagraphs.</p> <p>I can sequence stories I have learnt and retell them using some story language.</p> <p>I can read CVC words including special friends.</p> <p>I am beginning to read and understand simple captions.</p> <p>I have favourite stories and can talk about what happens in them.</p> | <p>I am beginning to write some capital letters correctly.</p> <p>I can write captions using sounds and letters I have learnt.</p> <p>I can write short sentences.</p> <p>I am starting to use finger spaces between my words.</p> <p>I can read what I have written.</p> <p>I can talk about my favourite part in stories I have read.</p> <p>I can talk about what I think will happen next in stories.</p> <p>I can read and understand sentences/captions.</p> <p>I am beginning to read some tricky words.</p> | <p>I can write most lower case letters correctly, as well as some capital letters.</p> <p>I can write simple sentences with words containing the sounds and letters I know.</p> <p>I can read my own sentences back. My sentences can be read by others.</p> <p>I can read and write some tricky words.</p> <p>I can retell the stories we have learnt using my own words.</p> |
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Maths

At Hunslet Moor Primary School we follow White Rose Maths. However, children's needs are paramount to our teaching and tweaks will be made to ensure children's needs are being met if necessary. Children will be taught the concepts through carpet times and small group sessions and will complete one adult focus task per week. They will also have the opportunity to practise learnt skills in provision areas, inside and out. Adults will model the language of mathematical thinking and support children to explore their own mathematical thinking and interests.

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| Maths | <p>Getting to Know You Settling in, developing understanding of classroom provision and routines.</p> <p><u>Match, Sort and Compare</u> Match objects, match pictures. Sort objects to a type, explore sorting techniques, create sorting rules</p> <p><u>Compare amounts</u> Talk about Measure and Patterns Compare size Compare mass Compare capacity</p> <p><u>Explore simple patterns</u> Copy and continue simple patterns Create simple patterns</p> | <p><u>It's Me 1 2 3!</u> Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 Find 1 more, 1 less Composition of 1, 2 and 3</p> <p><u>Circles and Triangles</u> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p><u>1,2,3,4,5.</u> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more, 1 less Composition of 4 & 5 Composition of 1 – 5</p> <p><u>Shapes with 4 sides.</u> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p> | <p><u>Alive in 5!</u> Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more and 1 less Composition of numbers to 5 Conceptual subitising to 5</p> <p><u>Mass and Capacity</u> Compare mass Find a balance Explore capacity Compare capacity</p> <p><u>Growing 6, 7 & 8</u> Find 6, 7 and 8 Represent 6, 7 and 8 1 more and 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find and make a double) Combine 2 groups</p> | <p><u>Length, height and time.</u> Explore and compare length Explore and compare height Talk, order and sequence time</p> <p><u>Building 9 and 10.</u> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more & 1 less Composition to 10 Bonds to 10 (2 & 3 parts) Make arrangements of 10 Doubles to 10 (find a double)</p> <p><u>Explore 2D and 3-D Shapes.</u> 2D shapes, 3D shapes. Patterns</p> | <p><u>To 20 and Beyond</u> Build numbers beyond 10 Spatial reasoning Match, Rotate, Manipulate</p> <p><u>How many now?</u> Add more How many did I add? Take away How many did I take away?</p> <p><u>Manipulate, compose and decompose.</u> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes</p> | <p><u>Sharing and grouping</u> Explore sharing Explore grouping Even and odd sharing Play with and build doubles</p> <p><u>Visualise, build and map.</u> Patterns Replicate and build scenes and constructions Visualise and describe from different positions Give instructions to build</p> <p><u>Explore mapping</u> Represent maps with models Create own maps from familiar places</p> <p><u>Make connections</u> Deepen understanding Patterns and relationships Consolidation.</p> |
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UTW

Understanding the world involves supporting children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. Opportunities have been planned to provide children with **experiences such as visiting the local library, having visitors in school, experience of caring for animals and trips out of school to support their understanding of topics.** In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across different areas of learning.

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| UTW | <p><u>History</u> I can talk about some of my own and my family's history.</p> | <p><u>History</u> I can talk about similarities and differences between Dinosaurs in the past and animals that exist now.</p> | <p><u>History</u> I can share how my favourite fairytale has changed over time. I can talk about stories I used to like. I can talk about stories I like now.</p> | <p><u>History</u> I can talk about changes that have happened within my family's lifetimes e.g talking to grandparents about holidays ect.</p> | <p><u>History</u> I can talk about the past using books and stories talking about the setting, characters and events.</p> | <p><u>History</u> I can talk about the lives of people I am familiar with. I can talk about the roles of people in society.</p> |
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| <p>I can recall some past experiences that I have had using photos and pictures to prompt me.</p> <p><u>Geography</u> I can talk about my local area where I live. I can talk about the differences I have seen in people, countries and communities I can recognise the places that are special to me. I can draw maps showing how I get to my special places including school. Using my experiences, stories and photographs I can talk about similarities and differences between my life in England and my life in another country.</p> <p><u>Science</u> I can explore the world around me using my senses and talk about what I notice.</p> <p><u>RE - Families and communities</u> I can talk about the community I live in. I understand who is a part of my community I can name and describe familiar adults in my family and community. I understand that not all people belong to the same community I can talk about similarities and differences between communities. I know we all belong to a school community. I understand the rules of our school community.</p> | <p>I can talk about the past based on stories I have read. I understand that things will have looked different a long time ago. I can talk about these differences and demonstrate this through pictures.</p> <p><u>Geography</u> I can draw pictures of animals and use these to talk about the natural world. I can describe the habitats that Dinosaurs liked to live in.</p> <p><u>Science</u> I can talk about the different features Dinosaurs have. I can compare and contrast the different features of Dinosaurs. I can categorise Dinosaurs based on their features and diets. I can use key words to describe the type of diets Dinosaurs have. I understand that Dinosaurs were born from eggs.</p> <p><u>RE - Celebrations</u> <i>(To be covered as part of celebrations week in wk 7)</i> I can talk about how members of my immediate family and community celebrate special events. I understand people have different beliefs and that this is ok. I can talk about how people may celebrate a special event in their life. I can recognise and talk about similarities between how I and others celebrate certain events. I can recognise and talk about different ways I might celebrate an event to my friends.</p> | <p><u>Geography</u> I can create simple maps based on stories I have read. I can compare different story settings and talk about similarities and differences. I can talk about the natural world around me and how this compares to the settings in books I am reading.</p> <p><u>Science</u> I can name and describe the different seasons I can explore materials. I can explain why different materials are used for different purposes. I can identify different materials in my local area/environment. I understand when an item is hot or cold and can use this vocabulary to describe the temperature of an item.</p> <p><u>RE - Places</u> I can talk about the places that are special to me and my community. I can share my experiences of going to these special places I identify where these special places are in my community. I can describe how to get to these special places I understand what these special places are used for. I can talk about familiar adults that work in these special places. I have an awareness of the type of events that happen at these special places.</p> | <p>I can talk about the past e.g no television, different toys/clothes using photos and physical artefacts. I can talk about what I have seen in stories and picture books and how it is different/the same. I share my understanding of a Museum and talk about my visit. I understand how we can gather information about the past. I can compare similarities and differences between the past and present.</p> <p><u>Geography</u> I can compare the house I live in to those I read about in stories. I can compare my house to those around me I can talk about the features of my house I can talk about the different types of houses and identify these in my local area. I can compare the houses in England to those in other countries.</p> <p><u>Science</u> Opportunities will be planned in provision based on the children's current interests e.g forces with cars down ramps, simple experiments, exploring natural materials ect.</p> <p><u>RE - Objects</u> I understand that religious artefacts can be very old I know how to handle old artefacts. I can talk about why these objects are special. I develop an understanding of what religious objects are used for.</p> | <p><u>Geography</u> Building on their knowledge from Nursery, children will: Talk about where different animals live. Discuss the different habitats creatures live in. Understand that different animals live in different climates. look for creatures in the outdoor area, discussing the different places they are found.</p> <p><u>Science</u> I can talk about the key features of life cycles using key vocabulary. I can talk about the world around us observing plants and animals. I can describe what happens in the different seasons</p> <p><u>RE - Caring for each other</u> I know who my trusted adults are I can explain who is special to me and why. I can demonstrate caring behaviour I know how to be a kind person I know who to talk to if someone is unkind to me. I can talk about the rules I must follow at school I understand the rules at home and in school may be different. I understand the religious rules people follow may be different.</p> | <p>I can give similarities and differences between the past and now. I can talk about historical events e.g the first moon landing.</p> <p><u>Geography</u> I can talk about the atmosphere of planets and compare them to Earth. I can make simple comparisons about the climates on different planets. I can talk about my immediate environment and create simple maps.</p> <p><u>Science</u> I can talk in simple terms about the effects of gravity on different objects. I can talk about similarities and differences of earth compared to other planets.</p> <p><u>RE - Caring for the world</u> I can talk about ways to help care for the environment. I can talk about ways to keep the classroom clean and safe. I can talk about what I do at home and school to support the environment. I can talk about some of the changes which are happening to the world.</p> |
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EAD

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in, both in school and at home is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

This area of learning is promoted daily through a variation of activities, including painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, sculptures, following music patterns with instruments, singing songs linked to topics and making instruments and percussion objects.

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| EAD | I can use a range of art materials, joining materials and colour mixing purposefully and freely. | I can begin to manipulate playdough into different forms. | I can use various tools for artwork and design e.g playdough tools | I can tell others what my artwork is and signal key parts e.g this is mummy, this is her hair ect. | I can select my own art and design materials to create with purpose. | I can use scissors and one handed tools to create art safely and more |
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| | <p>I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm.</p> <p>I can start to develop my own stories linked to what I know through role play and small world play.</p> <p>I can use recognisable shapes to represent what I am drawing and I am beginning to add details.</p> | <p>I am starting to experiment with different ways of painting e.g printing.</p> <p>I am beginning to mix colours with purpose, talking about which colours I need to mix.</p> <p>I am starting to select the correct tools to achieve an outcome e.g joining materials/tools for detail.</p> | <p>I am starting to recreate familiar stories (with adult support).</p> <p>I can talk about changes of state in simple ways e.g what happens when something is baked.</p> <p>I can add more detail to my pictures.</p> <p>I can sing songs that I know.</p> | <p>I can use materials and props to retell stories and create imaginary situations linked to what I know.</p> <p>I can select and use materials for a purpose e.g foil for shiny parts on a picture.</p> <p>I am starting to make decisions about how to join materials and experimenting with which one is best e.g between glue and sellotape.</p> | <p>I can talk about my artwork and designs - linked to some of the materials/techniques I have used.</p> <p>I can explain what I have made and talk about how I have made it.</p> <p>I can use props and materials when I am roleplaying familiar stories.</p> <p>I am beginning to make up my own songs.</p> <p>I am beginning to combine different materials in my artwork.</p> | <p>accurately (playdough tools, paint brushes ect).</p> <p>I am able to combine different techniques e.g collage, paint, crayon ect to create art.</p> <p>I can design a product thinking about colour, texture and function.</p> <p>I can plan what I am going to make.</p> <p>I am starting to evaluate my work.</p> |
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