

St Ambrose Catholic Primary School
Long Term Curriculum Map for Reception

Subject/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Theme	Me and My World	Physical World	Ancient and Historical World	Creative World	Natural World	Wider World
Points of interest	Autumn Harvest	Winter Christmas	China Chinese New Year Baptism Pancake Day	World Book Day Mother's Day Spring New life Lent	Easter Summer Outdoors	Father's Day Sports Day Class Assembly
Curriculum Title	Marvellous Me - Party planners	Ho Ho Ho The Christmas Experts	Nia Hao Chinese New Year-Mantle-Running a restaurant	Once Upon a time Fairytale-Mantle	Once upon a time Fairytale-Mantle	The Holiday Experts
Initial Hook	Cosmic Yoga Gym role play/Safety Squad	Letter from Mr Small with penguin toy-Present wrapped up Father Christmas' Role play	Chinese box	Experts-Letter from Fairytale Land	Email from Fairytale characters-Heard about Experts	Mermaid jewellery box is washed up/Message in a bottle

Visits/Visitors	People who help us Community	Church Visit	Tai Chi outdoors	Hot Seat-visit from Fairytale characters	Fairytale themed trip/Outdoor trip	Nurse Visit-Road Safety Pre School visits
	Nursery rhymes and poetry to run throughout the year (including rhyming words in phonics) Different genres of writing through each topic					
Set texts	In the beginning Fireman Fred Being kind book	365 Penguins Lost Penguin Harvey Slumfenburgers Christmas present Makaton Christmas DVD	A Magical journey to China Mandy and Pandie visit China The Great Race	Nursery Rhymes Three Billy Goats Gruff Little Red Riding Hood	The Three Little Pigs The Three Bears Gingerbread Man	Sharing a shell Fidgety Fish The copy cat fish
Outdoor Opportunities	Exercise equipment-Gym Daily mile	Nativity Scene Scrapstore-Santa Sleigh	Tai Chi in the Park	Obstacle courses Outdoor woodland	Fairytale Gardens using natural materials	Fishing in paddling pool Snakes and ladders Bubbles
Communication and Language	Maintains attention, concentrates and sits quietly	Responds to instructions involving a two-	Two-channelled attention - can listen and do for	Able to follow a story without pictures or props.	Listens and responds to ideas expressed by others in	Follow instructions involving several ideas or actions.

	<p>during appropriate activity.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>part sequence.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Listen to stories, accurately anticipating key events.</p>	<p>short span.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Respond to what they hear with relevant comments, questions or actions.</p> <p>Answer 'how' and 'why' questions in response to stories or events.</p>	<p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Listen attentively in a range of situations.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p>	<p>conversation or discussion.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Answer 'how' and 'why' questions about their experiences.</p>	<p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p>
<p>Personal, Social and Emotional Development</p>	<p>Initiates conversations, attends to and takes account of what others say.</p> <p>Confident to</p>	<p>Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others.</p>	<p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they</p>	<p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their</p>	<p>Take account of one another's ideas about how to organise their activity.</p> <p>Takes steps to</p>

	<p>Speak to others about own needs, wants, interests and opinions.</p> <p>Choose the resources they need for their chosen activities.</p>	<p>Can describe self in positive terms and talk about abilities.</p> <p>Play co-operatively, taking turns with others.</p> <p>Work as part of a group or class, and understand and follow the rules.</p>	<p>Show sensitivity to others' needs and feelings.</p> <p>Confident to speak in a familiar group, will talk about their ideas.</p> <p>Talk about how they and others show feelings.</p>	<p>realise they have upset them.</p> <p>Form positive relationships with adults and other children.</p> <p>Adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>toy.</p> <p>Confident to try new activities, and say why they like some activities more than others.</p> <p>Say when they do or don't need help.</p>	<p>resolve conflicts with other children, e.g. finding a compromise.</p> <p>Talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>
<p>Physical Development</p>	<p>Experiments with different ways of moving.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Shows a preference for a</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Shows a preference for a</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Begins to form recognisable letters.</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Jumps off an object and lands appropriately.</p> <p>Uses a pencil and holds it effectively to form recognisable</p>	<p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Shows understanding of the need for safety when tackling new challenges, and</p>	<p>Handle equipment and tools effectively, including pencils for writing.</p> <p>Show good control and co-ordination in large movements.</p> <p>Show good control and co-ordination in small</p>

	<p>dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Usually dry and clean during the day.</p>	<p>dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Move confidently in a range of ways, safely negotiating space.</p>	<p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures. without direct supervision.</p>	<p>letters, most of which are correctly formed.</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>considers and manages some risks.</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Know the importance for good health of physical exercise, and a healthy diet.</p>	<p>movements.</p> <p>Talk about ways to keep healthy and safe.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>
<p>Literacy</p> <p>RWI Phonics</p>	<p>Continues a rhyming string. Enjoys an increasing range of books. Hears and says the initial sound in words.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p>	<p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Uses some clearly</p>	<p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Begins to break</p>	<p>Begins to read words and simple sentences.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Use phonic knowledge to decode regular words and read them aloud</p>	<p>Write some irregular common words. Read and understand simple sentences.</p> <p>Demonstrate understanding when talking with others about what they have read.</p> <p>Write simple sentences, which can be read by</p>

			<p>identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p>	<p>the flow of speech into words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Use their phonic knowledge to write words in ways, which match their spoken sounds.</p>	<p>accurately.</p> <p>Read some common irregular words.</p> <p>In writing some words are spelt correctly and others are phonetically plausible.</p>	<p>themselves and others.</p>
<p>Maths</p>	<p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Uses the language of</p>	<p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Says the number</p>	<p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>Finds the total number of items in</p>	<p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Can describe their relative position such as '<i>behind</i> or</p>	<p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Uses everyday language related to time.</p> <p>Measures short periods of time in simple ways.</p> <p>Orders and sequences familiar</p>	<p>Beginning to use everyday language related to money.</p> <p>Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Solve problems, including doubling, halving and sharing.</p>

	<p>'more' and 'fewer' to compare two sets of objects.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>that is one more than a given number.</p> <p>Recognise, create and describe patterns.</p>	<p>two groups by counting all of them.</p> <p>Orders two items by weight or capacity.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p>	<p>'next to'.</p> <p>Selects a particular named shape. Count reliably with numbers from 1 to 20.</p>	<p>events.</p> <p>Orders two or three items by length or height.</p> <p>Place numbers 1-20 in order.</p> <p>Say which number is one more or one less than a given number to 20.</p> <p>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
<p>Understanding the World/RE</p>	<p>Talk about past and present events in their own lives and in the lives of family members.</p>	<p>Enjoys joining in with family customs and routines.</p> <p>Completes a simple program</p>	<p>Know about similarities and differences among families, communities and traditions.</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Know that other</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Make observations</p>	<p>Know about similarities and differences in relation to places, objects, materials and living things</p>

	<p>Know about similarities and differences between themselves and others.</p> <p>Creation Story</p> <p>People who Care for Us</p>	<p>on a computer.</p> <p>Advent</p> <p>Christmas</p>	<p>Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Christmas</p> <p>Baptism</p> <p>People who help us</p>	<p>children don't always enjoy the same things and are sensitive to this.</p> <p>Select and use technology for particular purposes.</p> <p>Lent</p> <p>Holy Week</p>	<p>of animals and plants and explain why some things occur, and talk about changes.</p> <p>Recognise that a range of technology is used in places such as homes and schools.</p> <p>Easter</p> <p>Pentecost</p>	<p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Prayer</p>
<p>Expressive Arts and Design</p>	<p>Begins to build a repertoire of songs and dances.</p> <p>Plays alongside other children who are engaged in the same theme.</p>	<p>Explores what happens when they mix colours.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p>Chooses particular colours to use</p>	<p>Explores the different sounds of instruments. Experiments to create different textures.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Create simple representations of events, people and</p>	<p>Uses simple tools and techniques competently and appropriately.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Initiates new combinations of</p>	<p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Experiment with colour, design,</p>

		<p>for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p>		<p>objects.</p> <p>Sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>texture, form and function.</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
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