

# St John the Baptist Primary School - Reception Curriculum Map – 2023 - 2024

Reception	Autumn 1 All about us	Autumn 2 Celebrations	Spring 1 Growing	Spring 2 Animal Kingdom	Summer 1 Traditional Tales	Summer 2 Traditional Tales
<b>Example texts to use</b>	Settling/Part time Baseline/Starting School Children Just Like Me – Unicef * So Much – Trish Cooke and H. Oxenbury * Two Places to Call Home – P.Earle * The Missing Piece – J.Stephens * You're SO amazing - J & L. Catchpole * My Beautiful Voice – J. Coelho *	Ten Rules of the Birthday Wish – B Ferry & T. Lichtenheid Elmer's Birthday – D.McKee Julian at the Wedding – J.Love* The Nativity Story	Tad – B.Daviis The very Hungry Caterpillar – E.Carle Jaspers Beanstalk – N.Butterworth Supertato – S.Hendra & P. Linnet Thank you Omu – O Mora* That's Not a Daffodil – E. Honey* Extraordinary Gardener – S.Boughton*	Handa's Surprise – E.Browne Brown bear, brown bear what do you see? – E. Carle Oi Frog – K.Grey & J.Field Old Macdonald had a phone – J.Willis & T.Ross	Little Red Hen The Gingerbread Man 3 Billy Goats Gruff Chapatti Moon – P Goodhart * Extra Yarn – M Barnett * Modern day fairytale	Little Red Riding Hood Little Red – B. Woolvin * The Ugly Duckling Goldilocks and the 3 bears
<b>Literacy</b>  <i>Talk for Writing</i>  <i>Writing for a purpose</i>	<b>Reading</b> Listen to and talk about stories Handle books carefully and correctly Suggest how it may end. Show an interest in illustrations Show an awareness of rhyme <b>Writing</b> Giving meaning to marks we make Hear and say initial sounds Linking sounds with letters Writing for a purpose  <b>Focus:</b> Name Writing Drawing and labelling family Labelling my house Labelling people who help us	<b>Reading</b> Talk about the beginning, middle and end of the story Join in with repeated refrains from a story Begin to talk about the characters, setting and main events Know that print carries meaning Show an awareness of rhyme and alliteration Recognise familiar signs and logos Hear and say some initial sounds Begin to segment and blend simple words and captions <b>Writing</b> Linking sounds to letters Form recognisable letters Hear and say and write initial and final sounds in words Form some recognisable letters and represent some sounds in order to write simple words Begin to write captions <i>Writing for a purpose</i> <b>Focus:</b> Birthday cards/party lists Thank you cards Letter to Father Christmas	<b>Reading</b> Continue a rhyming string Discuss the characters, events and setting in more detail Link sounds to letters Segment and blend simple words <b>Writing</b> Break the flow of speech into words Segment and write simple words Write a simple caption <i>Writing for a purpose</i> <b>Focus:</b> List Favourite foods Story Writing Bean Diary Instructions Retell	<b>Reading</b> Extend vocabulary through retelling Read some simple words including keywords Read some simple sentences Enjoy an increasing range of books <b>Writing</b> Attempt to write a simple sentence Spell some keywords correctly Use finger spaces <b>Focus:</b> Character descriptions wanted posters Sequence story retell the story Comic strips A sorry letter	<b>Reading</b> Use phonics to read simple words and sentences Read some high frequency words with fluency Talk about they have read <b>Writing</b> Use phonic knowledge to write words that match the spoken sound Write sentences that can be read by themselves and others <b>Focus:</b> List of ingredients /recipe Story maps Retell story Compare different versions Speech Bubbles Character descriptions	<b>Reading</b> Use phonics to read words and sentences. Read high frequency words Show an understanding of what they have read. <b>Writing</b> Write sentences with some words spelt correctly, and others phonetically plausible <b>Focus:</b> Story writing Fact files Character descriptions Invent different stories
<b>Phonics</b>	RWI Inc Baseline and Set1 (half termly assessments to update groupings)					
<b>HFW</b>	I, am, a, dad, at, it, is, in	dog, go, can, to, big, mum, on, get, cold, for, my, yes, was, went, of	they, this, she, he, going, me, the, we, and, up, no, are	day, play, away, see, look, all, said, you,	I, am, a, dad, at, it, is, in, dog, go, can, to, big, mum, on, get, cold, for, my, yes, was, went, of, they, this, she, he, going, me, the, we, and, up, no, are, day, play, away, see, look, all, said, you Recap all the words and use them in sentences.	
<b>Drawing Club (3 M's – Making Conversation, Mark Making and Mathematics)</b>	Start Week 4 Week 4 – Story Book – Not Now Bernard – D.McKee Week 5 – StoryTelling – The Three Little Pigs Week 6 – Animation - WACKY RACES <a href="https://youtu.be/em2jMFhp9mM">https://youtu.be/em2jMFhp9mM</a>	Week 7 – Storybook – Where the Wild Things Are - M.Sendak Week 8 – Storytelling – Rama and Sita Diwali story Week 9 – Animation – PINK PANTHER – SEASON 1 EPISODE 1 <a href="https://www.youtube.com/watch?v=59IKdaXX6Eo&amp;t=164s">https://www.youtube.com/watch?v=59IKdaXX6Eo&amp;t=164s</a> Week 10 – Storybook –The Christmas Pine - J.Donaldson Week 11 – Storytelling – The Magic Porridge Pot with Christmas twist	Week 1 – Storybook – The Giant Jam Sandwich – J.V. Lord Week 2 – Storytelling – Hansel & Gretel Week 3 – Animation - TRAPDOOR - BREAKFAST <a href="https://www.youtube.com/watch?v=mluYB9YfzSI">https://www.youtube.com/watch?v=mluYB9YfzSI</a> Week 4 – Storybook – The Tiger who came to Tea – J.Kerr Week 5 – Storytelling – Jack & the Beanstalk Week 6 – Animation – Bananaman <a href="https://www.youtube.com/watch?v=DyYNSaNKUyW">https://www.youtube.com/watch?v=DyYNSaNKUyW</a>	Week 7 – Storybook - Dear Zoo R.Campbell Week 8 – Storytelling – White Hen and the Fox Week 9 - Animation MR BENN – ZOOKEEPER <a href="https://youtu.be/NN-xmyjbMSU">https://youtu.be/NN-xmyjbMSU</a> Week 10 – Storybook -The Story of Little Mole – Holzwarth, Werner Week 11 – Storytelling – Chicken Lickin' Week 12 – Animation - ROADRUNNER <a href="https://youtu.be/GdKkl1vGsmE">https://youtu.be/GdKkl1vGsmE</a>	Week 1 – Storybook – What's in the Witch's Kitchen? – N.Sharratt Week 2 – Storytelling – The Gingerbread Man Week 3 – Animation - POPEYE <a href="https://youtu.be/nffXvVVKcLs">https://youtu.be/nffXvVVKcLs</a> Week 4 – Storybook – The Hairy Toe – D. Postgate Week 5 – Storytelling – The Three Billy Goats Gruff Week 6 – Animation – CAPTAIN PUGWASH – MONSTER AHOY <a href="https://www.youtube.com/watch?v=sJUzdPRxbEk">https://www.youtube.com/watch?v=sJUzdPRxbEk</a>	Week 7 – Storytelling - JE M'HABILLE ET... JE TE CROQUE Week 8 – Storytelling – Goldilocks Week 9 – Animation - WILLO' THE WISP – THE THOUGHTS OF MOOG <a href="https://www.youtube.com/watch?v=jVY78S014d0&amp;list=PLLhOnautupS5SYKBCKNtr0VmlGpHyDBZ">https://www.youtube.com/watch?v=jVY78S014d0&amp;list=PLLhOnautupS5SYKBCKNtr0VmlGpHyDBZ</a> Week 10 – Storybook – Rosie's Walk – P.Hutchins Week 11 – Storytelling – Little Red Riding Hood Week 12 – Animation – BATTLE OF THE PLANETS – (clip to be confirmed)

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<p><b>Communication and Language</b></p>	<p>Listens and responds to instructions and stories Use talk to connect ideas Use talk in pretending objects are something else</p> <p>Roleplay: Home corner</p>	<p>Listen and respond Use talk in pretending objects are something else Use vocabulary based on experiences Using complex sentences – and/because Understand how and why questions Understand prepositions</p> <p>Roleplay: Restaurant</p>	<p>Maintain attention Use language to recreate roles Links statements and sticks to a main theme Respond to 2 part instructions Roleplay: Garden Centre</p>	<p>Introduce a storyline Use talk to clarify thinking Maintain attention Listen and respond to discussions Understands humour Roleplay: Farm/Zoo</p>	<p>Develop own narratives Follow a story without props and pictures Respond with relevant comments Use past and present forms correctly</p> <p>Roleplay: Fruit and Veg shop/Supermarket</p>	<p>Listen attentively Answer how and why questions confidently Use own narratives and explanations Roleplay: Forest/Woodlands</p>
<p><b>Personal, Social and emotional development</b></p>	<p>Play with others - initiating play Follow rules awareness of own needs Enjoy carrying out small tasks Welcomes praise Select and use resources Independently</p>	<p>Respect cultures Treat people with respect Expect respect from Others Play in a group/keep play going Demonstrate friendly behaviour Confident to talk to others about family and community Begin to take turns and share</p>	<p>Confident to speak to others about own needs and wants and ideas Explain own knowledge and ask appropriate questions of others Follows rules and routines Understands consequences of actions Can share and take turns</p>	<p>Describe self in positive terms Consequences of actions Resolves conflict Initiate conversations</p>	<p>Confident to try new activities Talk about own and other behaviours Play cooperatively</p>	<p>Say when they do or do not need help Confident to share their ideas in a group and work as part of a group Show sensitivity to others</p>
<p><b>Mathematics</b></p>	<p>Weeks 1 – 3 – Settling in Build trusting relationships Ensure children have good levels of well-being and involvement to be ready to learn.</p> <p>Weeks 4 – 6 – Just Like Me:</p> <ul style="list-style-type: none"> <li>- Matching the same</li> <li>- Comparing different</li> <li>- Sorting</li> <li>- Odd one out</li> <li>- Comparing amounts/size/mass/capacity</li> <li>- Using balance scales</li> <li>- Make simple patterns</li> </ul>	<p>Weeks 7 – 9: It's Me 1,2, 3</p> <ul style="list-style-type: none"> <li>- Representing 1,2,3</li> <li>- Comparing 1,2,3</li> <li>- Composition of 1,2,3</li> <li>- Subitising</li> <li>- Circles and triangles</li> <li>- Spatial awareness</li> <li>- Positional language</li> </ul> <p>Weeks 10 – 12: Light and Dark</p> <ul style="list-style-type: none"> <li>- Counting, representing, building number 1-5</li> <li>- Mark making</li> <li>- One more, one less</li> <li>- Ordering numbers</li> <li>- Shapes with 4 sides</li> <li>- Combining shapes</li> <li>- Ordering routines</li> <li>- Positional language</li> </ul>	<p>Weeks 1 – 3: Alive in 5</p> <ul style="list-style-type: none"> <li>- Introducing 0</li> <li>- Compare numbers to 5</li> <li>- Composition on 4 and 5</li> <li>- Compare mass</li> <li>- Compare capacity</li> <li>- Balancing numicon</li> <li>- Number bonds to 10</li> </ul> <p>Weeks 4 – 6: Growing</p> <ul style="list-style-type: none"> <li>- Numbers 1-10 mainly 6, 7, 8</li> <li>- Making pairs</li> <li>- Using 10 frames</li> <li>- Composition of 6,7,8</li> <li>- Combining 2 groups</li> <li>- Length and height</li> <li>- Time and measuring</li> </ul>	<p>Weeks 7 – 9: Building 9 &amp; 10</p> <ul style="list-style-type: none"> <li>- Numbers 1-10 mainly 9 and 10</li> <li>- Comparing numbers to 10</li> <li>- Number bonds to 10</li> <li>- 3D shapes</li> <li>- Pattern</li> </ul> <p>Weeks 10 – 12: Consolidation</p> <ul style="list-style-type: none"> <li>- Subitising</li> <li>- Counting</li> <li>- Composition</li> <li>- Sorting and matching</li> <li>- Comparing and ordering</li> </ul>	<p>Weeks 1 – 3: To 20 and beyond</p> <ul style="list-style-type: none"> <li>- Subitising</li> <li>- Counting</li> <li>- Composition</li> <li>- Sorting and matching</li> <li>- Comparing and ordering</li> <li>- Number bonds 10-20</li> <li>- Counting patterns beyond 10</li> <li>- Spatial reasoning</li> </ul> <p>Weeks 4 – 6: First, Then, Now</p> <ul style="list-style-type: none"> <li>- Subitising</li> <li>- Counting</li> <li>- Composition</li> <li>- Sorting and matching</li> <li>- Comparing and ordering</li> <li>- Adding more</li> <li>- Taking away</li> <li>- Spatial reasoning</li> </ul>	<p>Weeks 7 – 9: Find My Pattern</p> <ul style="list-style-type: none"> <li>- Doubling</li> <li>- Sharing equally</li> <li>- Count to 100</li> <li>- Recognise the counting system</li> <li>- Explorer and represent patterns in number like odds and evens</li> </ul> <p>Weeks 10 – 12: On the Move</p> <ul style="list-style-type: none"> <li>- Doubling</li> <li>- Count to 100</li> <li>- Recognise the counting system</li> <li>- Explorer and represent patterns in number like odds and evens</li> <li>- Adding more</li> <li>- Taking away</li> </ul>
<p><b>Physical Development</b></p>	<p>Intro to PE Keep healthy Describe changes in body Travel in different ways Stand on one foot Catch a large ball Make snips is paper with scissors Draws lines and circles</p>	<p>Fundamentals Run skilfully around obstacles Manage some personal hygiene- washing hands Use equipment safely and with increasing control Use tripod grip Copy some letters Make snips is paper with scissors Draws lines and circles</p>	<p>Gymnastics Experiment with moving Jump off objects and land appropriately Eat a healthy range of food Shows some understanding of health and safety Anti-clockwise movements Form recognisable letters Use simple tools to make changes</p>	<p>Dance Negotiate space Travel over under and around equipment Control over object Uses Tools and malleable with control and safely Use pencil effectively to form letters that are correctly formed Practise safety measures without adult supervision</p>	<p>Ready Set Ride Good control of large and small movements Handle tools effectively Manage basic hygiene Talk about ways to keep healthy and safe</p>	<p>Games Move confidently in a range of ways Negotiate space effectively Use writing tools effectively Know the importance of eating healthily and keeping active</p>
<p><b>Understanding of the world</b></p>	<p>Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life. Use ICT to support learning</p> <p>Scientific enquiry: Senses and body parts</p>	<p>Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Knows some of the things that make them unique. Talk about some of the similarities and differences in relation to friends or family. Use ICT to support learning</p> <p>Scientific enquiry: Materials &amp; Forces</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <ul style="list-style-type: none"> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> </ul> <p>Scientific enquiry: Lifecycles, Growing</p>	<p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Scientific enquiry: Animals &amp; Humans – similarities &amp; differences and adaptability</p>	<p>Developing an understanding of growth, decay and changes over time.</p> <ul style="list-style-type: none"> <li>• Shows care and concern for living things and the environment.</li> </ul> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Scientific enquiry: Changes – food - cooking</p>	<p>Talk about some of the similarities and differences in relation to friends or family. Other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Scientific enquiry: Floating and Sinking</p>

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<b>Expressive Arts and Design</b>	Sing a few familiar songs Self-portraits – create simple representations of people	Explore how sounds can be changed Explore colours Taps out repeated simple rhythms	Construct by stacking blocks Joins construction pieces together Realises tools can be used for a purpose	Build a repertoire of songs and dances Explores different sounds of instruments Colour mixing – shades Create different textures	Introduce a storyline into their play with other children Use simple tools and techniques Combine and manipulate materials to achieve a planned effect	Retell the story through role play Explore different sounds of instruments Create a variety of materials and techniques to create pieces of art
<b>Visits Events</b>	Harvest Festival – church visit	Book Fair Remembrance Service Christmas Service – church visit		Colchester Zoo? Easter Service - church		Year 6 leavers service - church
<b>ARB</b>	30-50 months	30-50 months	40-60 months	40-60 months	ELG	ELG

- Inclusion and Diversity – from Windows and Mirrors Read Write Inc booklist