

Reception Curriculum Map Overview

Intent

At Plympton St. Maurice Primary School, our Early Years curriculum is thoughtfully designed around six core themes, each carefully selected to create meaningful cross-curricular connections. These themes ensure that children develop the essential knowledge and skills needed to become confident, successful learners. Through high-quality teaching and purposefully crafted activities, our children engage with a challenging yet accessible curriculum that nurtures their growth in a holistic way. This approach fosters the development of each child as a unique individual, empowering them to become curious, resilient, and effective learners. We strive to provide every child with a rich and diverse education that nurtures their creativity and curiosity, while creating memorable experiences. We recognise that all children are unique, with different needs and starting points on their educational journeys. As a school, we celebrate each child's individuality and embrace their differences. Through our home visits, nursery visits and stay and play sessions our Reception children quickly develop a sense of belonging within our school community, which enables them to feel safe and supported in their environment.

Implementation

Our curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage. Our children receive a broad and balanced curriculum which provides exciting learning opportunities and experiences which are linked to the seven areas of Learning and Development as stated in the Early Years Foundation Stage framework. These areas are split into three Prime Areas and four Specific Areas.

The Prime Areas are:

These include:

- Personal, Social and Emotional Development –
- Communication and Language –
- Physical Development –

The four Specific Areas are:

- Literacy –
- Mathematics –
- Understanding the World –
- Expressive Arts and Design –

We recognise that to learn well, children must be given opportunities meaningful opportunities that they can apply the three characteristics of effective learning to.

The three characteristics of effective teaching and learning are:

- Playing and Exploring - children investigate and experience things, and 'have a go'.
- Active Learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and Thinking Critically- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

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With this in mind, we have planned our environment to provide high quality experiences both inside and outside, alongside carefully planned adult led activities.

These abilities and attitudes create resilient learners who are able to apply what they have learnt to new situations and are ready to progress into year 1.

Our children benefit from a meaningful theme-based curriculum which is carefully mapped to provide progression which builds on the children's existing knowledge and skills. Children are introduced to new vocabulary and concepts through our thoughtfully planned literacy spine and staff encourage the children to use their newly acquired knowledge to their play. The curriculum also promotes and supports children's emotional development, ensuring children feel good about themselves and are able to have the confidence to take risks, try new things and to cope when faced with challenges.

Impact

The children quickly settle into school life and are able to follow the classroom routines quickly. This ensures that the children know the expectations of the school. They take ownership of their learning and enjoy following their own interests. All children will have made the expected level of progress from their individual starting point, and most will have achieved the Early Learning Goals.

Our children leave Reception as happy, confident individuals, who have the skills and knowledge they need to become successful in their educational journey and beyond.

| | Autumn One 2.09 – 25.10 | Autumn Two 4.11 – 20.12 | Spring One 6.01 – 14.02 | Spring Two 24.02 – 4.04 | Summer One 22.04 – 23.05 | Summer Two 2.06 – 22.07 |
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| Important Dates | Roald Dahl Day (13.09) Rosh Hashanah (2.10 – 4.10) Pirate Day (19.09) Harvest Festival (01.10) World Space Week (04.10) Recycling Week (21.10) Halloween (31.10) | Bonfire Night (05.11) Remembrance Day (11.11) Anti-Bullying Week (11.11) Nursery Rhyme Week (11.11) Children in Need (15.11) Hanukkah (25.12) Christmas Eve (24.12) Christmas Day (25.12) Boxing Day (26.12) New Year's Eve | Burns Night (25.1) RSPB's Big School's Birdwatch (08.01) Storytelling Week (30.01) Lunar New Year (29.01) Valentines Day (14.02) Ramadan (28.02) | Sports Relief (15.03) Pancake Day (04.03) World Book Day (06.03) British Science Week (7.03) Red Nose Day (15.03) Mother's Day (30.03) Eid (30.3) | Earth Day (22.04) St George's Day (23.04) May Day (01.05) Outdoor Classroom Day (23.05) World Bee Day (20.05) | Dinosaur Day (01.06) Butterfly Awareness Day (07.06) World Ocean Day (08.06) Healthy Eating Week (9.06) Father Day (15.06) King's Official Birthday (15.06) Insect Week (23.06) World Chocolate Day (07.07) |

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| | | (31.12) | | | | |
| Themes | <p>All about me</p> <ul style="list-style-type: none"> - Harvest - Autumn - People Who help us | <p>Celebrations</p> <ul style="list-style-type: none"> - Bonfire Night - Diwali - Christmas | <p>Stories</p> <ul style="list-style-type: none"> - Fairy tales - Traditional tales - Nursery rhymes | <p>Changes</p> <ul style="list-style-type: none"> - Growing - Planting - Weather | <p>Big and small</p> <ul style="list-style-type: none"> - Minibeasts - Animals - Habitats | <p>Adventures</p> <ul style="list-style-type: none"> - Under the sea - Holidays - Journeys |
| Literature spine | <p>Colour monster goes to school Elmer 5 minutes peace The squirrels who squabbled Frockodile Ravi's roar Ruby's worry</p> | <p>Room on the broom Owl babies Winnie the witch Little glow Stickman The Jolly Christmas Postman One snowy night</p> | <p>Goldilocks Jack and the Beanstalk Little Red Riding Hood Billy Goats Gruff The 3 Little Pigs The Gingerbread Man The Little Red Hen</p> | <p>Tadpole's Promise Oliver's Vegetables Tad The girl who planted trees A walk in the Woods The growing story</p> | <p>Dear zoo The lion inside The tiger who came to tea Superworm Farmyard Hullabaloo A way back home Billy and the beast</p> | <p>Tiddler We're going on a bear Hunt Martha maps it out Rainbow fish The hundred decker bus You can't take an elephant on the bus Astro girl Billy and the pirate</p> |
| <p>Poem of the week</p> <p>(The Poetry Basket)</p> | <p>Chop Chop Pointy Hat Five Little Pumpkins Wise Old Owl Falling Apples</p> | <p>A Basket of Apples Leaves Are Falling Breezy Weather Who Has Seen The Wind? Cup of Tea Mice Shoes</p> | <p>Popcorn A Little House Let's Put On Our Mittens I Can Build A Snowman Carrot Nose Furry Furry Squirrel</p> | <p>Pancakes Spring Wind Hungry Birdies A Little Seed Stepping Stones Mrs Bluebird</p> | <p>I have A Little Frog Dance Pitter Patter Sliced Bread A Little Shell Five Little Peas</p> | <p>The Fox Monkey Babies Thunderstorm Five Little Owls If I Were So Very Small Under A Stone</p> |
| Personal, Social & Emotional Development | <p>Class/school rules and values Sharing interests Identifying feelings Being kind Taking turns and Sharing Building relationships</p> | <p>Understand differences. How to be kind Setting goals Listening to others Managing own needs</p> | <p>Setting goals Perseverance And resilience Encourage others Future jobs Road safety</p> | <p>Effects of behaviour Being a good friend Internet Safety Screen Time</p> | <p>Managing feelings Calming Techniques How to make friends Ways to solve problems Overall health and wellbeing</p> | <p>Road safety Problem Solving Resolving Conflicts Name the parts of the body Healthy eating From babies to adults Getting ready for year one</p> |
| Communication and Language | <ul style="list-style-type: none"> • I understand how to listen carefully, e.g. I make sure I can see the person who is talking. | <ul style="list-style-type: none"> • I am using new words that I have learned. I can ask questions to find out more about something I am interested in. | <ul style="list-style-type: none"> • I can talk about things that I have experienced in detail. • I can talk about how to solve problems and give | <ul style="list-style-type: none"> • I can retell familiar stories, remember and repeat phrases from these. | <ul style="list-style-type: none"> • I enjoy listening carefully to rhymes and songs and pay attention to the different sounds. • I am interested in using books that give me | <p><u>Listening, Attention and Understanding:</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, |

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| | <ul style="list-style-type: none"> • I know why listening is important. • I am learning lots of new words. | <ul style="list-style-type: none"> • I can use clear, well-formed sentences to talk about my ideas. • I can talk about an idea and make a connection to another idea by using words like: 'and', 'or', 'but', 'because.' | <p>explanations about how things work and might happen.</p> <ul style="list-style-type: none"> • I can use and respond to social phrases such as when somebody says: "Good morning, how are you?" | <ul style="list-style-type: none"> • I can talk about stories in my own words. • I am using new words that I have learned in lots of different ways. | <p>information, like a book about caring for pets.</p> <ul style="list-style-type: none"> • I listen to information books and can talk about what I have learned. | <p>comments and actions when being read to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p style="text-align: center;"><u>Speaking:</u></p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| <p>Physical Development</p> | <p>Gross Motor Riding bikes and scooters. Climbing equipment Running, changing direction and speed Squiggle time Wooden</p> | <p>Gross Motor Exploring different ways of moving Changing direction Make different shapes, straight, star, tuck. Den building Balance cups Changing for PE</p> | <p>Gross Motor Marching, coordinate arms and legs. Dodge, sprint, hop, crawl. Brooms and Brushes Lego Nuts and bolts Small</p> | <p>Gross Motor Move in a controlled way, move in different directions and different speeds, move in time to music, explore different ways of moving Ball control</p> | <p>Gross Motor Running, jumping, stopping Gymnastics, positions of stillness, whole body movement. Skipping ropes Large equipment on the field Drawing Club</p> | <p>Gross Motor Athletics – 2 footed jumping, running, jumping, vortex throwing, kicking a football. Drawing Club</p> |

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| | <p>balance beams Big outdoor chalk Putting coat and boots on Dough Disco Tripod Grip Writing position Using a knife and fork Letter formation Pencil control Sheets Pencils and crayons</p> | <p>Scissor skills and simple tools Doing up zips Threading Tweezers Duplo Large paintbrushes</p> | <p>paintbrushes Rollers Cotton painting Using a computer mouse Puzzles</p> | <p>Drawing Club</p> | | |
| RWI | <p>Teach RWI pictures and begin to teach RWI sounds, including formation. Hold a pencil, make marks and give them meaning. Name writing Write labels Identify initial sounds Introduce Fred Talk</p> | <p>Continuing RWI Set 1 Sounds Read and write CVC words Retell stories Introduce Fred Fingers Write lists Write a greeting</p> | <p>Continuing RWI Set 1 sounds Introduce set 2 sounds if ready Begin to write simple sentences Introduce red words Read a simple sentence Introduce finger spaces</p> | <p>Continuing RWI Set 1 sounds or introduce set 2 Continue red words Build fluency with reading Introduce capital letters and full stops</p> | <p>Set 2 sounds Write longer Sentences Check their work for errors</p> | <p>Set 2 sounds Consolidate previous learning</p> |

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| <p>Mathematics</p> | <p>White Rose Maths Getting to know You. Match sort and Compare. Talk about Measure and Pattern.</p> | <p>White Rose Maths It's me 1, 2, 3. Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides</p> <p>Ten Town Numbers 1, 2, 3, 4</p> | <p>White Rose Maths Alive in 5. Mass and Capacity. Growing 6, 7, 8</p> <p>Ten Town Numbers 0, 5</p> | <p>White Rose Maths Length, height and Time Continued. Building 9 and 10 Explore 3-D Shapes.</p> <p>Ten Town Numbers 6, 7, 8, 9, 10</p> | <p>White Rose Maths To 20 and beyond How many now? Manipulate, compose and decompose. Sharing and Grouping.</p> <p>Ten Town Numbers 11, 12</p> | <p>White Rose Maths Sharing and grouping continued. Visualise, build and Map. Make connections</p> <p>Ten Town Numbers 13, 14, 15, 16, 17, 18, 19, 20</p> |
| <p>Understanding The world</p> | <ul style="list-style-type: none"> • I like to talk about my family and can name and describe people that I have come across within my community. • I enjoy exploring the natural world and can describe what I see, hear, feel when outdoors. | <ul style="list-style-type: none"> • I understand that some places are special to members of my community. • I understand that people have different beliefs and celebrate special times in different ways. • I understand that the seasons change. | <ul style="list-style-type: none"> • I am learning about the past and present by comparing and contrasting characters from stories. • I understand that the seasons change. | <ul style="list-style-type: none"> • I can talk about images of familiar situations that happened in the past. • I understand that there are similarities and differences between life in this country and life in other countries. | <ul style="list-style-type: none"> • I know that the local area I live in is different to other environments. • I can draw information from a simple map. • I understand that the seasons change. | <p><u>Past and Present:</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling; <p><u>People Culture and Communities:</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; |

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| | | | | | | <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps. <p style="text-align: center;"><u>The Natural World:</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| <p>Expressive arts and design</p> | <ul style="list-style-type: none"> • I can take part in simple pretend play, using an object to represent something else even though they are not similar. • I can explore different materials freely, to develop their ideas about to use them and what to make. • I can explore colour and colour-mixing. • I can listen with increased attention to sounds. • I can sing the melodic shape (moving melody, such as up and | <ul style="list-style-type: none"> • I am beginning to develop complex stories using small world equipment like animal sets, dolls and houses. • I can make imaginative and complex 'small worlds' with blocks and construction kits, such as different buildings and parks. • I can join materials and explore different textures. • I can create closed shapes with continuous lines and begin to use these shapes to represent objects. | <ul style="list-style-type: none"> • I can use drawing to represent ideas like movement or loud noises. • I can show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • I can respond to what they have heard, expressing their thoughts and feelings. • I can create their own songs or improvise a song around one they know. | <ul style="list-style-type: none"> • I can explore, use and refine a variety of artistic effects to express my ideas and feelings. • I can play instruments with increasing control to express their feelings and ideas. • I can return to and build on my previous learning, by refining my ideas and developing ways to represent them. • I can listen attentively to, move to and talk about music, expressing | <ul style="list-style-type: none"> • I can create collaboratively with others. I can share my ideas, resources and skills. • I can sing in a group or on my own, I am increasingly able to match the pitch and follow the melody. | <p style="text-align: center;"><u>Creating with Materials:</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. <p style="text-align: center;"><u>Being Imaginative and Expressive:</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; |

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| | down, down and up) of familiar songs. | <ul style="list-style-type: none">• I can draw with increasing complexity and detail, such as representing a face with a circle and including details.• I can remember and sing entire songs.• I can sing the pitch of a tone sung by another person ('pitch match'). | <ul style="list-style-type: none">• I enjoy creating storylines in my pretend play. | my feelings and responses. <ul style="list-style-type: none">• I enjoy exploring and engaging in making music and dance.• I can perform by myself or in a group. | | <ul style="list-style-type: none">• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |
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