



Lowther Primary School – Curriculum Map

Year Reception - Autumn Term

Prime Areas	Specific Areas	
<p><u>Personal Social Emotional Development</u> Self regulation, Managing Self and Building Relationships</p> <ul style="list-style-type: none"> • Be increasingly independent in meeting their own care needs. • Select and use activities and resources, with help when needed. • See themselves as a valuable individual. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. • Building resilience and perseverance. 	<p><u>Literacy</u> Comprehension, Word Reading and Writing Key Texts: Bear Hunt, We're Going to Find a Fruit Bat, Astro Girl, Pumpkin Soup, Jolly Postman.</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom. • Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother. <p><i>Phonic Sounds: sat pin m dg ock cke ur h b l f ll ss</i></p> <ul style="list-style-type: none"> • Children will be experimenting with mark - making and writing patterns in a range of mediums. • They will begin to develop a dominant hand and work towards a tripod grip. • Children will start to give meaning to marks and labels. • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Name writing practice. 	<p><u>Mathematics</u> Number and Numerical Pattern</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.
<p><u>Physical Development</u> Gross Motor Skills and Fine Motor Skills</p> <ul style="list-style-type: none"> • Threading, cutting, weaving, playdough – fine motor • Manipulate objects with control • Draw lines and circles • Use one handed tools • Develop muscle tone to put pencil pressure on paper • Teach and model correct letter formation • Climbing and exploring movement 		
<p><u>Communication and Language</u> Listening, Attention and Understanding and Speaking.</p> <ul style="list-style-type: none"> • Develop social phrases to help at school. • Learn rhymes, poems and songs. • Sticks to a theme/ intention within talking. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Emerging ability to listen to others ideas and talk as part of a group with adult support. • Able to follow a story with many visuals and use language to show understanding. • Fluent communicators in a range of situations (approximately 4-6 words together). • Introduces story/ narrative within play. 	<p><u>Understanding the World</u> Past and Present, People, Culture and Communities and The Natural World</p> <ul style="list-style-type: none"> • Talk about members of family. • Diwali, Bonfire Night, Christmas- discussing personal experiences and similarities and differences between our own and others celebrations. • Changes that occur to our environment in Autumn. • Nocturnal animals • Mr Teddy's adventure 	<p><u>Expressive Arts and Design</u> Creating with materials and Being imaginative and expressive</p> <ul style="list-style-type: none"> • Self portraits • Mixing Autumn colours. • Constructing simple models using wood and junk. • Join in with familiar songs. • Bonfire Night and Christmas songs. • Exploring sounds (body percussion) • Movement. • Role play (to change with children's interests).



Prime Areas	Specific Areas	
<p><u>Personal Social Emotional Development</u> Self regulation, Managing Self and Building Relationships Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> regular physical activity healthy eating tooth brushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books Information leaflets about animals in the garden/plants and growing Attempts to write a short sentence in meaningful contexts with support Finger spacing is developing but may not be consistent 	<p><u>Mathematics</u> Number and Numerical Pattern White Rose Maths: Alive with 5 Growing 6, 7, 8 Building 9 and 10 Consolidation</p> <ul style="list-style-type: none"> Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects Orders two or three items by length or height. Orders two items by weight or capacity Extend and create ABAB patterns – stick, leaf, stick, leaf. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. <ul style="list-style-type: none"> Combine shapes to make new ones – an arch, a bigger triangle, etc.
<p><u>Physical Development</u> Gross Motor Skills and Fine Motor Skills</p> <ul style="list-style-type: none"> Hold pencil effectively with comfortable grip Forms recognisable letters using correct formation patterns Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking 	<p><u>Understanding the World</u> Past and Present, People, Culture and Communities and The Natural World</p> <ul style="list-style-type: none"> Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Introduce children to different occupations and how they use transport to help them in their jobs. 	<p><u>Expressive Arts and Design</u> Creating with materials and Being imaginative and expressive</p> <ul style="list-style-type: none"> Children will explore ways to protect the growing of plants by designing scarecrows and light catchers using old CDs. Collage animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers
<p><u>Communication and Language</u> Listening, Attention and Understanding and Speaking.</p> <ul style="list-style-type: none"> Using language efficiently and effectively to share thoughts Encourage and model the use of how and why questions Encourage and model the use of time connectives when children are telling their news from home or retelling stories. Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during news time. Retelling a story with story language (Once upon a time...) 		



Lowther Primary School – Curriculum Map

Year Reception - Summer Term

Prime Areas

Specific Areas

Personal Social Emotional Development

Self regulation, Managing Self and Building Relationships

- See themselves as a valuable individual.
 - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
 - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

Physical Development

Gross Motor Skills and Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing

Communication and Language

Listening, Attention and Understanding and Speaking.

- Able to follow a story without pictures or props.
- Able to answer how and why questions consistently
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Able to use future forms effectively
- Develop their own narratives and explanations by connecting ideas or events.
- 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

Literacy

- Using familiar texts as a model for writing own stories. Character description
- They demonstrate understanding when talking with others about what they have read.
- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- Able to write some irregular common words.
- Beginning to understand that a non-fiction is a non-story- it gives information instead.
- Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
- Reading simple phrases and sentences

Understanding the World

Past and Present, People, Culture and Communities and The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.
- Discuss how they got to school and what mode of transport they used.

Mathematics

Number and Numerical Pattern

White Rose Maths:

- To 20 and beyond
- First, then, now
- Find my pattern
- On the move
- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.

Expressive Arts and Design

Creating with materials and Being imaginative and expressive

- Encourage children to create their own music. Junk modeling, houses, bridges boats and transport.
- Exploration of other countries – dressing up in different costumes.
- Puppet shows: Provide a wide range of props for play which encourage imagination.
- Salt dough fossils
- Water pictures, collage, colour mixing for beach huts, making passports.