

Physical Development Progression: Reception				
AGE 4-5 YEARS				
RECEPTION WILL BE LEARNING TO:				
Autumn	Spring	Summer	Children will...	Links to the Curriculum for Year 1
<p>Children will develop their gross and fine motor skills through the continuous provision during the autumn term. This will be supplemented with adult directed activity taking place in the Reception classroom.</p> <p>Navigate outdoor equipment safely.</p> <p>Follow instructions and link together a sequences of movements during action rhymes, dances and movement sequences.</p> <p>To copy fine motor movements during Dough Disco sessions.</p> <p>Squiggle Me Into A Writer- to copy gross motor movements and develop our coordination and strength in our hands, arms, backs and necks.</p> <p>Develop skills to use different tools safely, such as scissors, hole punches, paper clips and drawing/ painting tools.</p>	<p>Children will start official PE lessons and will begin to access the school hall for these.</p> <p><u>Ball skills;</u> To develop the ability to control a ball in a range of ways. To develop the ability to throw accurately at a target. To use throwing skills in a small sided game. To be able to use a bat or racket to move and control an object. To develop the ability catch and bounce a ball. To develop the ability to kick a ball.</p> <p><u>Dance;</u> To develop the ability to adapt a known dance. To develop the ability to share my ideas about how to adapt a dance. To develop the ability to change movements and adapt a simple dance. To share opinions and give my own ideas about how to adapt and alter a simple dance.</p>	<p>On PE days children will arrive at school in their school uniform and change into/ out of their PE kits before/ after their PE lessons.</p> <p><u>Gymnastics;</u> To develop the ability to move in a range of ways. To increase the ability to move around and onto equipment. To increase the ability to move under and onto equipment. To increase the ability to move over and onto equipment. To increase the ability to move through and onto equipment. To combine movements together while negotiating different equipment.</p> <p><u>Athletics;</u> To develop the ability to throw an object. To develop the ability to move at speed. To adapt the body when moving at speed. To learn how to jump safely. To develop the ability to jump in different ways.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Explore different ways of using a ball.</p> <p>Retrieve and stop a ball using different parts of the body.</p> <p>Play a variety of running and avoiding games.</p> <p>Participate in team games.</p> <p>Pass and receive a ball in different ways with increasing control.</p> <p>Develop the fundamental skills of balance, co-ordination and agility.</p> <p>Take part in activities such as bat and ball relay, sprinting and standing long jump.</p> <p>Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Perform fielding techniques with increased control and accuracy.</p> <p>Hit a stationary ball with increasing confidence and accuracy.</p> <p>Respond to instructions and commands.</p> <p>Learn a variety of basic gym actions.</p> <p>Be still in different body shapes and balance.</p> <p>Show a clear starting and finishing position.</p> <p>Perform dance movements and simple routines using simple movement patterns.</p>

NHCS Reception Curriculum Map

Personal, Social and Emotional Development Progression: Reception				
AGE 4-5 YEARS				
RECEPTION WILL BE LEARNING TO:				
Autumn	Spring	Summer	Children will...	Links to the Curriculum for Year 1

<p>Discuss the importance of dental hygiene and how to brush their teeth effectively.</p> <p><u>New Beginnings</u> Develop knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation.</p> <p>See themselves as valued individuals within their community.</p> <p>Contribute to shaping a welcoming, safe and fair learning community for all.</p> <p>Explore feelings of happiness and excitement, sadness, anxiety and fearfulness.</p> <p>Learn shared models for ‘calming down’ and ‘problem solving’.</p> <p><u>Say No to Bullying (Anti-bullying week):</u> Develop and revisit four of the key social and emotional aspects of learning covered in</p>	<p>Discuss the importance of healthy food choices.</p> <p><u>Going For Goals</u> Develop an understanding of the key aspect of motivation, with a subsidiary focus on self-awareness.</p> <p>Learn to value their different abilities, qualities and strengths.</p> <p>Reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively.</p> <p>Understand the importance of making wise and balanced choices about our goals.</p> <p>Consider choices and practice problem-solving strategies.</p> <p><u>Getting On and Falling Out</u> Develop knowledge, understanding and</p>	<p>Develop their ability to get themselves dressed and undressed independently- PE lessons.</p> <p><u>Good To Be Me</u> Explore and understand our feelings in the context of everyone as an individual.</p> <p>Develop self-awareness.</p> <p>Realise that it really is ‘Good to be me’.</p> <p>Consider our strengths and weaknesses as learners.</p> <p>Develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy.</p> <p>Develop an understanding of our feelings, and why and how they lead us to behave the way we do – excited, proud, surprised, hopeful, disappointed, worried and anxious;</p> <p>Discuss self-awareness – feeling good about myself and taking risks;</p> <p>Discuss managing my feelings – relaxing, coping with anxiety;</p> <p>Discuss the importance of standing up for ourselves – assertiveness, standing up for my views.</p> <p><u>Relationships</u> Explore feelings within the context of our important relationships including family and friends.</p> <p>Develop knowledge, understanding and skills in three key social and emotional aspects of</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others’ needs.</p>	<p>In this unit of work, students learn.....</p> <p><u>Families and friendships:</u> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</p> <ul style="list-style-type: none"> • the role these different people play in children’s lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family <p><u>Safe relationships:</u></p> <ul style="list-style-type: none"> • about situations when someone’s body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission <p><u>Respecting ourselves and others:</u></p> <ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns <p><u>Belonging to a community:</u></p> <ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling <p><u>Media literacy and digital resilience:</u></p> <ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online <p><u>Money and work:</u></p> <ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do
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<p>previous themes through a focus on bullying.</p> <p>Gain an understanding of what bullying is, how it feels, why people bully.</p> <p>Understand how we can prevent and respond to bullying, and how children can use their social, emotional and behavioural skills to tackle this crucial problem.</p> <p>Deepen their understanding of the four aspects of learning in which knowledge, skills and understanding are developed; self-awareness, empathy, managing feelings and social skills.</p>	<p>skills in three key social and emotional aspects of learning: empathy, managing feelings (with a focus on anger) and social skills.</p> <p>Understand the importance of cooperation and working together.</p> <p>Understand the importance of valuing diversity.</p> <p>Develop the social skills of friendship, working well together in a group, managing anger and resolving conflict.</p>	<p>learning: self-awareness, managing feelings and empathy.</p> <p>Discuss the feelings associated with an experience that we all need to cope with at some time: that of loss – whether of a favourite possession, a friend, a family home or a loved one.</p> <p><u>Changes</u></p> <p>Develop an understanding of different types of change, positive and negative, and common human responses to it.</p> <p>Develop the ability to understand and manage the feelings associated with change.</p> <p>Develop knowledge, understanding and skills in three key social and emotional aspects of learning: motivation, social skills and managing feelings.</p>		<p><u>Physical health and mental wellbeing:</u></p> <ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun <p><u>Growing and changing:</u></p> <ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave <p><u>Keeping safe:</u></p> <ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared
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Communication and Language Progression: Reception				
AGE 4-5 YEARS				
RECEPTION WILL BE LEARNING TO:				
Autumn	Spring	Summer	Children will...	Links to the Curriculum for Year 1
<p>Welcome to Newton Hill; Introduce the children to the school golden rules and 'Give me 5' so that they know when to listen and why listening is important.</p> <p>Promote and model active listening skills so that children understand how to listen carefully.</p> <p>Develop social phrases through modelling talk routines through the day e.g. good morning, how are you?</p> <p>Talk Through Stories Children engage in daily story times. Through the use of a variety of texts, children learn new vocabulary and are encouraged to use the new vocabulary through the day.</p> <p>Vocabulary Stars New vocabulary for each provision area is planned and displayed.</p> <p>Family photos Children to bring in a family photo so that they can talk about their different family members.</p> <p>Interactions</p>	<p>Curiosity case When introducing a new topic children will be presented with a curiosity case. The pictures and objects inside will promote and encourage the children to discuss and talk about the different items inside.</p> <p>Talk Through Stories Children engage in daily story times. Through reading the same book every day, the children get to listen and talk about the stories, building familiarity and understanding.</p> <p>Interactions When talking to a child in provision, adults to show genuine interest in knowing more. Adults will think out loud, ask questions</p>	<p>Talk Through Stories Children engage in daily story times. Once they have developed a deep familiarity with the text, they are encouraged to retell the story, some as exact repetition and some in their own words.</p> <p>Carpet time - daily songs Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Interactions Children to describe events in some detail. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them.</p> <p>Non-Fiction books Children engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Helicopter Stories Children to use familiar stories, characters and settings to create their own stories for others to act out. Children need to articulate their ideas in well-formed sentences and use a variety of vocabulary in order to create a storyline that others can act out and follow.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their</p>	<p>Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation</p> <p>Understand 2-3 part instructions that may include time concepts, for example using 'first', 'before', 'after' or 'when' e.g. 'Before you sit down you need to hang up your coat and wipe your feet.'</p> <p>Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the activity</p> <p>Able to initiate a conversation with a class visitor by using prepared questions</p> <p>Respond to points of interest when listening to contributions of others e.g. 'Oh I have been to Brighton Pier as well. Did you go on the helter-skelter?'</p> <p>Ask questions to find out things using 'how' and 'why' when prompted e.g. 'Can you think of a 'why' question about this story?' – 'Why does Harry go to the island of the monsters?'</p> <p>Be aware when they haven't understood something and be able to say for example 'I don't understand' (with no further elaboration)</p> <p>Able to group and name members of categories and to suggest possible category names e.g. 'Horse, cow and pig are all mammals'; 'Pen, pencil and ruler are stationery'; 'Rain, snow and sunshine are types of weather.'</p>

<p>Children to connect one idea or action to another using a range of connectives.</p>	<p>to check understanding.</p> <p>Children are encouraged to use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Children to articulate their ideas and thoughts in well-formed sentences.</p>		<p>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>	<p>Able to guess the word from clues, or give others clues using shape, size, function, etc with support e.g. <i>'It is long and wriggly and makes a hissing sound.'</i>; <i>'It is found in the kitchen; it has a handle and a lip and you might put milk in it.'</i></p> <p>Use language consistently to express likes and dislikes e.g. <i>'I don't like using sticky clay.'</i></p> <p>Able to use early 'story language' e.g. <i>'Once upon a time ...'</i>; <i>'One day, ...'</i></p> <p>Use language to talk through a series of steps for example for simple problem solving e.g. <i>'I don't have enough paint to finish my picture. I'm going to borrow some from another table.'</i></p> <p>Able to join sentences using 'and' e.g. <i>'I went shopping and I bought some apples.'</i></p> <p>Use language to talk self through steps required in simple problem solving e.g. <i>'I have to get all the Lego bricks and sort them out. I need to find all the black ones. Then I can start making this monster.'</i></p> <p>Able to use appropriate tenses and word order e.g. <i>'The girl walked to school'</i> or <i>'Tomorrow I will be on holiday.'</i></p> <p>Remember their words and speak clearly in short presentations, performances and role play for effective communication</p>
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Literacy Progression: Reception				
AGE 4-5 YEARS				
RECEPTION WILL BE LEARNING TO:				
Autumn	Spring	Summer	Children will...	Links to the Curriculum for Year 1
Word Reading				
<p>Little Wandle Phonics Phase 2 Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Little Wandle Phonics Phase 3 Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Little Wandle Phonics Phase 4 Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Speedily read all 40+ letters/groups for 40+ phonemes</p> <p>Read accurately by blending taught GPC</p> <p>Read common exception words</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multi-syllable words containing taught GPCs</p> <p>Read contractions and understanding use of apostrophe</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discussing the significance of the title and events</p>
Comprehension				
<p>Reading books and Little Wandle – Guided reading Read simple phrases and sentences made up of words with known letter–sound</p>	<p>Reading books and Little Wandle – Guided reading Read simple phrases and sentences made up of words with known letter–sound</p>	<p>Reading books and Little Wandle – Guided reading Read simple phrases and sentences made up of words with known letter–sound correspondences and,</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p>

<p>correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children to play 'I spy' games and answer questions about the text using their retrieval skills.</p> <p>Talk Through Stories Children engage in daily story times to build up their confidence, understanding and enjoyment.</p>	<p>correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children to anticipate key events in stories and use recently introduced vocabulary during discussions about texts.</p> <p>Talk Through Stories Children engage in daily story times to build up their confidence, understanding and enjoyment.</p>	<p>where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Children to show an understanding of the text they are reading by answering comprehension skills using their retrieval and inference skills</p> <p>Talk Through Stories Children engage in daily story times to build up their confidence, understanding and enjoyment.</p>	<p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Explain clearly their understanding of what is read to them</p>
<p>Writing</p>				<p>Links to the Curriculum for Year 1</p>
<p>Phonics lessons Children learn the correct formation for lower-case letters using different rhymes</p> <p>Children learn how to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Writing lessons and independent writing in provision Children to form lower-case and capital letters correctly using the learnt formations.</p>	<p>Phonics lessons Children learn how to spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Children learn how to write captions using words with known sound-letter correspondences.</p> <p>Writing lessons and independent writing in provision Children encouraged to use their segmenting skills when</p>	<p>Phonics lessons Children learn how to write short sentences using words with known sound-letter correspondences using a</p> <p>Children to re-read what they have written to check that it makes sense.</p> <p>Writing lessons and independent writing in provision Children encouraged to use their segmenting skills when trying to spell words or write captions and sentences.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes). Suffixes that can be added to verbs (e.g. helping, helped, helper). How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat).</p> <p>How words and phrases can combine to make sentences. How and can join words and join sentences.</p> <p>Sequencing sentences to form short narratives.</p> <p>Separation of words within spaces. Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun I.</p>

NHCS Reception Curriculum Map

<p>Children encouraged to use their segmenting skills when trying to spell words.</p>	<p>trying to spell words or write captions.</p>	<p>Children to check that they have used capital letters and full stops and that they have re-read what they have written to check that it makes sense.</p>		<p>Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</p>
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Mathematical Development: Reception				
AGE 4-5 YEARS				
RECEPTION WILL BE LEARNING TO:				
Autumn	Spring	Summer	Children will...	Links to the Curriculum for Year 1
Match pictures and objects to corresponding pictures and objects.	Identify equal and unequal groups and explain if and how the groups can be made equal.	Order numerals to 20. Fill ten frames beyond the number 20.	Have a deep understanding of number to 10, including the composition of each number.	Count to and across 100, for-wards and back-wards, beginning with 0 or 1, or from any given number.
Identify sets.	Composition of numbers 1-5 when two groups are combined.	Represent numbers to 20.	Subitise (recognise quantities without counting) up to 5.	Count numbers to 100 in numerals; count in multiples of twos, fives and tens.
Use sorting techniques.	Identify 'how many altogether' when 2 or 3 groups are combined.	Make estimations about amounts to 20.	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.	Identify and represent numbers using objects and pictorial representations.
Compare objects by size, height, and length- big, large, small, little, tall, long, short.	Identify 'how many are missing' when only part of an amount can be seen.	Subtract a number from another number using 10 frames.	Verbally count beyond 20, recognising the pattern of the counting system.	Read and write numbers to 100 in numerals.
Compare amounts- more, less.	Compare mass and use the language- light, heavy, lighter than, heavier than.	Find missing numbers within a sequence to 20.	Compare quantities up to 10 in different contexts, recognising	Read and write numbers from 1 to 20 in numerals and words.
To identify what comes next in an AB repeating pattern and how to create our own AB patterns.	Compare capacity using non-standardised measurements, such as scoops or spoonfuls, and use the language- full, empty, half full, half empty, mostly full, mostly empty	Play games with numbers 20 20 that include dice and bingo.		Given a number, identify one more and one less.
Subitise amounts 1 to 5 and represent these amounts using finger numbers.	Represent numbers 6, 7, 8, 9 and 10.	Match shapes and models to corresponding shapes and models.		Add and subtract one-digit and two-digit numbers to 20, including zero.
Represent numbers 1, 2, 3, 4 and 5.	Sort numbers 6, 7, 8, 9 and 10.	Use shapes to complete tangrams.		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = _ - 9$
Sort numbers 1, 2, 3, 4 and 5.	Match numbers/ amounts 6, 7, 8, 9 and 10.	Add more and take away within 20 with both known and unknown numbers.		Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Match numbers/ amounts 1, 2, 3, 4 and 5.	Match numerals 6- 10.	Make new shapes using other shapes. For example, creating squares with right angle triangles.		Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
Match numerals 1-5 to amounts.	Compare numbers 6, 7, 8, 9 and 10 one more, one less	Double numbers.		Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
	To explain the composition of numbers 6, 7, 8, 9 and 10	Share numbers fairly between 2 or more groups.		
		Identify odd and even numbers and explain what makes a number odd or even.		

NHCS Reception Curriculum Map

<p>Comparing numbers 1, 2, 3, 4 and 5- one more, one less</p> <p>To explain the composition of numbers 1, 2, 3, 4 and 5.</p> <p>To recognise/ subitise how many in a 5 frame.</p> <p>Recognise, name and sort 2D shapes, use the language- side, corner, face, flat</p> <p>Use positional language- through, over, under, around, on top.</p> <p>Describe and sequence familiar activities using the language- first, next, then, finally.</p> <p>Sort day time and night time activities.</p>	<p>To recognise/ subitise numbers in a 10 frame.</p> <p>Add a number to another number.</p> <p>Compare the length, height and weight of two objects using non standardised measurements, for example using paperclips to measure two pieces of ribbon.</p> <p>Sequence the days of the week.</p> <p>Use an egg timer to measure time.</p> <p>Order numerals to 10.</p> <p>Count backwards from 10.</p> <p>Comparing numbers within 10 using the language- fewer, more.</p> <p>Recognise, name and sort 3D shapes use the language face, side, corner. Explore using 3D shapes to build and print.</p> <p>To identify what comes next in an AAB repeating pattern and how to create our own AAB patterns.</p>	<p>Follow verbal instructions to create specific models showing understanding of positional, shape and colour language.</p> <p>Solve problems using mathematical knowledge.</p> <p>Track and add points within a game to know 'how many' points they have scored.</p> <p>Identify what comes next in an ABBC repeating pattern and how to create our own ABBC patterns.</p> <p>Describe a journey using positional and directional language by following a map- left, right, forwards, backwards, up and down, straight, corner.</p>	<p>when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> Lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). Mass/weight (for example, heavy/light, heavier than, lighter than). Capacity and volume (for example, full., empty, more than/less than, half, half full, quarter). Time (for example, quicker, slower, earlier, later). <p>Measure and begin to record the following:</p> <ul style="list-style-type: none"> Lengths and heights Mass/weight Capacity and volume Time (hours, minutes, seconds). <p>Recognise and know the value of different denominations of coins and notes.</p>
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Expressive Arts and Design Progression: Reception				
AGE 4-5 YEARS				
RECEPTION WILL BE LEARNING TO:				
Autumn	Spring	Summer	Children will...	Links to the Curriculum for Year 1
Creating with Materials				
<p><i>DT: creating models with moving parts using split pins</i></p> <p>Art: Drawing & Printing <i>Draw our family</i></p> <p><i>Printing poppies (Remembrance Day)</i></p> <p>Children to build up their independence when using a range of materials and tools.</p>	<p><i>DT: baking biscuits, creating puppets</i></p> <p>Art: Painting, digital <i>Paint a landscape/setting</i> <i>Taking photographs and drawing on the computer and IWB</i></p> <p><i>Author/illustrator (Book Week)</i> <i>Early Years Story Box</i></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Children to develop their colour-mixing techniques to enable them to match the colours they see and what to represent, with step-by-step guidance when appropriate.</p> <p>Children to use a range of materials and tools with care and precision.</p>	<p><i>DT: box modelling</i></p> <p>Art: sculpture, collage <i>Collaborative natural collage (parent workshop)</i></p> <p>Creating collaboratively, sharing ideas, resources and skills.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p><u>Art:</u></p> <ul style="list-style-type: none"> • Can express their feeling through drawing • Create moods in their drawings • Draw lines of different shapes and thickness, using different grades of pencil • Interpret an object through drawing • Express their feelings through painting • Interpret an object through painting • Have an understanding of basic colour theory • Cut and tear paper and card accurately for their collages • Colour sort materials • Build layers of materials to create an image • Recognise different textures in different surfaces • Use different materials to create raised texture • Scrunch, roll, shape materials to make a 3D form • Recognise different marks through printing with different objects • Repeat a print to make a pattern • Begin to apply drawing skills to print • Create images from imagination, experience or observation • Use a wide variety of media, including photocopied material, fabric, tissue, magazines, crepe paper etc. • Background, control, design, dye, experiment. Images, layering, abstract, complimentary, improve, intensity, develop, mix, mood, observations, outline, pattern, texture, variations • <u>D&T:</u> • Follow verbal instructions. • Name the tools and materials they are using. • Begin to plan ahead by suggesting what they might do next. • Select pictures to help develop ideas. • Communicate their ideas using a variety of methods such

				<p>as drawing, making models and discussion</p> <ul style="list-style-type: none"> • Develop skills to match, mark out, cut and shape. • Develop skills to assemble, join and combine materials. • Handle tools, objects, construction and malleable materials safely. • Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels. • Colour fabrics using a range of techniques e.g. fabric paints, printing, painting. • Cut out shapes which have been created by drawing round a template onto the Fabric. • Develop a food vocabulary using taste, smell, texture and feel. • Group familiar food products e.g. fruit and vegetables. • Follow safe procedures for food safety and hygiene. • Fold, tear and cut paper and card. • Know about simple mechanisms such as pop ups and slides. • Insert paper fasteners for card linkages. • Talk about their ideas. • Say what they like and do not like about what they have done.
Being Imaginative and Expressive				Links to the Curriculum for Year 1
<p><i>Funky FEET (Wakefield LA)</i> Develop their confidence in expressing themselves.</p> <p>Perform and create actions to a song and match movements to music.</p> <p>Develop self-awareness and perform action raps.</p> <p>Celebrate our differences through song.</p> <p>Develop an awareness of loud and quiet sounds through singing and movement.</p>	<p><i>Funky FEET (Wakefield LA)</i> Develop children’s confidence and precision when singing to a piece of music.</p> <p>Explore and create sound effects to a piece of music using percussion instruments and sound makers.</p> <p>Experiment with using a variety of different voices to a piece of music.</p> <p>Respond to a piece of music with movement and actions.</p> <p>Build confidence, vocal expression and the ability to role play.</p>	<p><i>Funky FEET (Wakefield LA)</i> Respond to a piece of music through rhythm and movement</p> <p>Listen carefully, recognise and play repeated patterns in time.</p> <p>Perform from pictorial notion.</p> <p>Use everyday items (such as dry pasta and kitchen utensils) as a percussive accompaniment to a song.</p> <p>Relate sounds and dynamics to graphic symbols.</p> <p>Create and add suitable sound effects using percussion</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p><u>Music:</u></p> <p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, Gmajor and A minor.</p> <p>Find and keep a steady beat together.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p>

<p>Explore and experiment with a range of instruments and sound makers.</p> <p>Recognise the beat in a piece of music and play in time.</p> <p>Recognise and play a rhythmic pattern in a piece of music.</p> <p>Develop a sense of beat and co-ordination.</p> <p>Add movement and a sense of performance to a piece of music.</p> <p>Helicopter Stories Children to use familiar stories, characters and settings to adapt and recount narratives and stories with peers and their teacher so that others can act it out.</p>	<p>Imitate actions and develop co-ordination skills in response to music.</p> <p>Develop children’s ability to internalise words and rhythms.</p> <p>Recognise, create and draw sounds from the working world.</p> <p>Helicopter Stories Children to use familiar stories, characters and settings to adapt and recount narratives to create their own stories for others to act out.</p>	<p>Compose their own words, sounds and graphic scores to music.</p> <p>Play, copy and internalise simple rhythmic patterns.</p> <p>Develop a sense of pulse.</p> <p>Play and read from graphic stimuli.</p> <p>Helicopter Stories Children to invent and adapt their own narratives and stories for others to act out.</p>		<p>Complete vocal warm-ups with a copy back option to use Solfa.</p>
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Understanding the World Progression: Reception				
AGE 4-5 YEARS				
RECEPTION WILL BE LEARNING TO:				
Autumn	Spring	Summer	Children will...	Links to the Curriculum for Year 1
People, Culture and Community (Geographical and RE skills)				
<p>Discuss the different places where people live and their similarities and differences, including towns, villages, cities and the countryside.</p> <p>Discuss the different types of homes and their similarities and differences, including flats, bungalows, terraced, semi and detached houses.</p> <p>Understand how and why Halloween is celebrated by taking part in discussions, activities and through stories.</p> <p>Discuss religious festivals and develop our understanding of their importance to people of that faith-</p> <ul style="list-style-type: none"> • Diwali (Hinduism, Sikhism, Jainism) • Hannukah (Jewish) • Christmas (Christianity) 	<p>Discuss different animals from around the world and study a world map to locate where they are from.</p> <p>Explore the wider school environment, including the nature garden, and talk about what they find in these areas.</p> <p>Discuss and compare different story settings and talk about in more detail.</p> <p>Understand how and why Chinese New Year is celebrated and make comparisons with how New Year's is celebrated in Britain.</p> <p>Discuss religious festivals and develop our understanding of their importance to people of that faith-</p> <ul style="list-style-type: none"> • Shrove Tuesday/ lent/ Ash Wednesday/ Easter (Christianity) • Holi (Hinduism) • Ramadan/ Eid Al-Fitr (Islam) <p><u>F2: Which people are special and why?</u></p>	<p>Follow and design maps around their familiar environment.</p> <p>Use positional language- in front, behind, on top, under, in, on.</p> <p>Use directional language- forwards, backwards, left and right.</p> <p>Use distance language- near, far, nearer and further than.</p> <p>Discuss religious festivals and develop our understanding of their importance to people of that faith-</p> <ul style="list-style-type: none"> • Eid Al-Adha (Islam) <p><u>F3: Which places are special and why?</u></p> <p>talk about somewhere that is special to themselves, saying why</p> <p>be aware that some religious people have places which have special meaning for them</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in his country, drawing on their experiences and what has been read in class.</p> <p>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>	<p><u>Geography:</u></p> <p>Ask and answer simple geographical questions when investigating different places</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p> <p>Use simple maps of the local area e.g. large scale print, pictorial etc.</p> <p>Use locational language (near and far, left and right) to describe the location of features and routes.</p> <p>Make simple maps and plans e.g. pictorial place in a story.</p> <p>Begin to use world maps to identify the continents and oceans studied at this stage</p> <p>Describe seasonal weather changes.</p> <p>Begin to locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: season, weather, ocean and sea.</p> <p>Use basic geographical vocabulary to refer to key human features, including: house, village, shop, city and town.</p>

<p><u>F5 LA agreed syllabus: Where do we belong?</u></p> <p>Re-tell religious stories making connections with personal experiences</p> <p>share and record occasions when things have happened in their lives that made them feel special</p> <p>recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>additional opportunity if you have children from religions other than Christianity in your setting.</p> <p>recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p><u>F4: Which times are special and why?</u></p> <p>give examples of special occasions and suggest features of a good celebration</p>	<p>talk about people who are special to them</p> <p>say what makes their family and friends special to them</p> <p>identify some of the qualities of a good friend</p> <p>reflect on the question 'Am I a good friend?'</p> <p>recall and talk about stories of Jesus as a friend to others</p> <p>recall stories about special people in other religions and talk about what we can learn from them.</p> <p><u>F1: Which stories are special and why?</u></p> <p>talk about some religious stories</p> <p>recognise some religious words, e.g. about God</p> <p>identify some of their own feelings in the stories they hear</p> <p>identify a sacred text e.g. Bible, Qur'an</p> <p>talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</p>	<p>talk about the things that are special and valued in a place of worship</p> <p>identify some significant features of sacred places</p> <p>recognise a place of worship</p> <p>get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> <p><u>F6: What is special about our world and why?</u></p> <p>talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>re-tell stories, talking about what they say about the world, God, human beings</p> <p>think about the wonders of the natural world, expressing ideas and feelings</p> <p>express ideas about how to look after animals and plants</p> <p>talk about what people do to mess up the world and what they do to look after it.</p>		<p>Name, describe and compare familiar places.</p> <p>Link their homes with other places in their local community.</p> <p>Know about some present changes that are happening in the local environment e.g. at school.</p> <p><u>RE:</u></p> <p>Recall features of religious, spiritual and moral stories and other forms of religious expression.</p> <p>Recognise and name features of religions and beliefs.</p> <p>Identify what they find interesting and puzzling in life.</p> <p>Recognise symbols and other forms of religious expression.</p> <p>Recount outlines of some religious stories.</p> <p>Recognise features of religious life and practice.</p> <p>Recognise some religious symbols and words.</p> <p>Identify aspects of own experience and feelings, in religious material studied.</p> <p>Identify things they find interesting or puzzling, in religious materials studied.</p> <p>Identify what is of value and concern to themselves, in religious material studied.</p>
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<p>recall simple stories connected with Christmas/Easter and a festival from another faith</p> <p>say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.</p>	<p>talk about what Jesus teaches about saying ‘thank you’, and why it is good to thank and be thanked.</p>			
<p>Past and Present (Historical Skills)</p>				<p>Links to the Curriculum for Year 1</p>
<p>Family photos Children to bring in a family photo so that they can talk about the lives of the people around them.</p> <p>Children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Key events Children to understand the past through learning about key events and people:</p> <p>Black history month: <i>Martin Luther King Jr</i></p> <p>Bonfire night: <i>Guy Fawkes and the Gunpowder Plot</i></p> <p>Remembrance Day: <i>WW1, WWII and other world conflicts (past and present)</i></p>	<p>Barnaby Bear Children explore pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Children learn about the different roles in society.</p> <p>Key events Children to understand the past through learning about key events and people</p> <p>Talk Through Stories/Storytime Read stories which feature fictional and non-fictional characters from a range of cultures and times.</p>	<p>Key events Children to understand the past through learning about key events and people</p> <p>Children learn similarities and differences between things in the past and now.</p> <p>Talk Through Stories/Storytime Children read a variety of stories to help children begin to develop an understanding of the past and present. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and others in the past.</p> <p>Order a set of events or objects.</p> <p>Use a timeline to place important events.</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young.</p> <p>Recall some facts about people and events before living memory.</p> <p>Say why people may have acted the way they did.</p> <p>Begin to identify and recount some details of the past from a range of sources, including videos, photographs, pictures and artefacts.</p> <p>Identify different ways in which the past is represented, e.g. pictures, stories.</p> <p>Explore events, look at pictures and ask questions, e.g. which things are old and which things are new?’ or ‘what were the people doing?’</p>

<p>Talk Through Stories/Storytime Introduce different historical characters through stories, songs, poems, puppets, role play and other storytelling methods.</p>				<p>Look at objects from the past and ask questions e.g. ‘what were they used for?’ and then try to answer them.</p> <p>Sort events or objects into groups, e.g. then and now.</p> <p>Tell stories about the past.</p> <p>Talk, write and draw about things from the past.</p>
<p>The Natural World (Scientific Skills)</p>				<p>Links to the Curriculum for Year 1</p>
<p>Observe and discuss autumnal and winter seasonal changes, including appropriate clothing that we should wear to keep us warm.</p> <p>Learn about how some animals, such as squirrels, gather food in preparation for the winter. Discuss why they need to do and what types of food they eat.</p> <p>Learn about how and why some animals hibernate and create shelters to protect animals from the winter elements.</p> <p>Observe and maintain the ‘bug hotel’. What minibeasts are living in there and what they need to survive.</p>	<p>Observe and discuss the features of spring and new life, including appropriate clothing that we should wear.</p> <p>Observe and discuss signs of wild life on a nature walk. Record our findings through drawings.</p> <p>Learn about different habitats that animals live in.</p> <p>Collect natural materials and create bird nests.</p> <p>Create bird feeders.</p> <p>Plant and nurture seeds. We will discuss their growth and through drawings and photographs.</p>	<p>Observe and discuss the features of summer, including the appropriate clothing to wear, the necessity to wear sun cream in hot weather and how to apply it correctly.</p> <p>Observe and discuss minibeasts in the nature garden. Observe and maintain the ‘bug hotel’. Discuss the similarities and differences between the minibeasts that we see in summer compared to colder weather.</p> <p>Experiment with water and ice. Understand the cold temperatures make water freeze and warm temperatures make ice melt.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>