



Winterbourne Nursery & Infant School

Reception Curriculum Map

Reception Long Term Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme <small>(Subject to change, allowing for children's interests.)</small>	My Family	Celebrations	Structures	Travel and Transport	I'm Hungry!	Yo Ho! Yo Ho!	
Talk for Writing Topic	Owl Babies The Little Red Hen	The Gingerbread Man The Jolly Postman	The Three Little Pigs	The Three Billy Goats Gruff	The Very Hungry Caterpillar	Pirates Love Underpants	
Possible Role Play Areas	<ul style="list-style-type: none"> Bakery Mill Nest Woods 	<ul style="list-style-type: none"> Bakery Post Office Santa's Grotto Frozen Castle 	<ul style="list-style-type: none"> Building Site Grandma's House The Woods A Castle 	<ul style="list-style-type: none"> Under the Bridge The Farm The Easter Bunny's House 	<ul style="list-style-type: none"> Café Kitchen Butterfly House 	<ul style="list-style-type: none"> Pirate Ship Submarine The Beach 	
Assemblies, Celebrations & Visitors <small>(more to be added during the school year)</small>	Harvest Assembly Eid Assembly Diwali Assembly Road Safety visitor	Christmas Concert Pantomime visit	Chinese New Year Assembly Shrove Tuesday	Easter Assembly	Book Week St. George's Day	Reception Graduation Meet your new teacher Arts Week	
Prime Area Main Focus Objectives <small>(These are the DM Objectives which will be focussed on specifically per term, although others will also be covered.)</small>	PSED Objectives	Learning to initiate conversations and taking account of what others say. Describing self in positive terms. Separating from carers with support. Being aware of boundaries within the setting.	Explaining own knowledge and understanding. Asking appropriate questions. Being able to talk about abilities. Confidence in speaking about own interests and ideas. Understanding how their actions affect other people	Taking steps to resolve conflicts with other children. Being confident to try new activities and can describe preferences. Beginning to solve own problems.	Playing Cooperatively and taking turns. Taking account of the ideas of others. Being confident to speak in a familiar group. Being able to talk about feelings, behaviour and consequences.	Showing sensitivity towards others. Being able to say when they do or do not need help. Working as part of a group or as a class.	Transition to year 1. Forming positive relationships with adults and other children. Adjusting behaviour to different situations and taking changes in routine in their stride.
	PSED Activities*	<ul style="list-style-type: none"> Talking about what we are good at Making Class rules Talking about the school Golden Rules. 	<ul style="list-style-type: none"> Talking about what we celebrate Celebrating ourselves. Performing in the Christmas Concert. 	<ul style="list-style-type: none"> Role play situations Learning to share Confidence Building 	<ul style="list-style-type: none"> Performing story maps in small groups or in front of the class. 	<ul style="list-style-type: none"> Working as a team Learning to ask for and accept help. 	<ul style="list-style-type: none"> Meet your new teacher Pretend Year One lesson Helping a Nursery child transition to Year R.
	PD Objectives	Experimenting with different ways of moving. Jumping and landing. Negotiating space when moving. Eats a variety of foodstuffs. Managing basic toilet needs. Dressing with minimal support.	Travelling with confidence and skill. Balancing. Showing an understanding of the need for safety and tackles new challenges. Shows some understanding about how to stay healthy.	Using simple tools. Beginning to form recognisable letters. Tracing vertical lines. Showing increasing control over different objects. Showing understanding of how to transport equipment safely.	Shows a preference for a dominant hand. Uses a pencil to form recognisable letters. Handling tools safely and with increasing control. Practising safety measures.	Showing good control in large and small movements, moving confidently in a range of ways. Knowing about a healthy diet and keeping healthy and safe.	Handling tools effectively including pencils for writing. Managing basic needs including dressing independently.
	PD Activities*	<ul style="list-style-type: none"> Eating different foods Talking about the Harvest Moving like the different animals in our stories. Bhangra Dancing 	<ul style="list-style-type: none"> Running as fast as we can! Balancing Talking about how to stay healthy over Christmas Performing dances in our Christmas Concert. 	<ul style="list-style-type: none"> Using clay, sticks and bricks. Trying different foods like pancakes. Chinese Dragon Dancing Talking about how to stay safe when we are building. Using different tools. 	<ul style="list-style-type: none"> Making bridges Walking like a troll. Continuing to use tools. Egg and Spoon races 	<ul style="list-style-type: none"> Caterpillar dancing Trying different foods Learning to skip and hop in time to music 	<ul style="list-style-type: none"> Writing stories Pirate dancing Pouring water and filling containers
	Communication and Language	In the Outdoor Area: Children will have access to bat and ball, gardening tools, hula hooping, ring games, sand, water.					
	Over the course of the year, we will be learning to: Maintain attention and concentration. Learn how to sit and pay attention to a range of activities in different situations. To listen to stories and respond appropriately. To pay attention to others. Respond to and follow instructions. To listen to and respond to the ideas of others. To follow a story without pictures. To answer 'how' and 'why' questions. To extend vocabulary and use language in play situations to imagine and recreate roles. To link statements and use talk to clarify thinking. To introduce narratives in their play. To express themselves effectively. To use past, present and future forms accurately.						

Specific Areas Main Focus Objectives

(These are the DM Objectives which will be focussed on specifically per term, although others will also be covered.)

Literacy	<i>Children will be able to access writing and reading opportunities in every area of the indoor and outdoor provision. Talk for Writing will comprise the majority of the taught Reading activities.</i>					
Writing and Reading Objectives	Gives meaning to marks they make. Hears and says the initial sounds in words. Segmenting sounds in simple words. Enjoys an increasing range of books. Knows that information can be retrieved from computers.	Continuing rhyming strings. Segmenting and blending sounds in simple words. Linking sounds to letters. Writes name. Beginning to read words and simple sentences.	Using some clearly identifiable letters. Represents some sounds correctly and in sequence. Writes captions and labels. Uses vocabulary influenced by books.	Attempts to write short sentences. Using phonic knowledge to write words. Writes some common irregular words. Read and understand simple sentences. Read some common irregular words.	Writing simple sentences which can be read by themselves and others. Spelling is either correct or phonetically plausible. Demonstrate understanding about what they have read.	Writing sentences and longer pieces of writing. Demonstrating understanding about what they have read.
Writing Activities*	<ul style="list-style-type: none"> • Labelling pictures of family. • CVC word writing • Captions "I will" • Labelling animals 	<ul style="list-style-type: none"> • CVC Captions "run" etc • Christmas Lists • Letters to Santa • Christmas Cards 	<ul style="list-style-type: none"> • Name writing • Writing lists of building materials for the 3LP. • Instruction Writing • Make up their own stories 	<ul style="list-style-type: none"> • Writing short sentences. • Name Writing • Caption writing • Writing Troll Wanted Poster • Writing Easter Cards 	<ul style="list-style-type: none"> • Writing a shopping list for the caterpillar. • Labelling/ captioning a Butterfly Lifecycle. • Creative writing 	<ul style="list-style-type: none"> • Writing a ship's log • Labelling sea creatures • Creative writing
Reading Activities*	1:1 reading	1:1 reading	1:1 reading	1:1 reading	1:1 reading Guided Reading	1:1 reading Guided Reading
Reading Level Termly Goals	Lilac/ Pink/Red (Band 0,1,2) RWI Red Ditty	Pink/Red (Band 2,3) RWI Red Ditty/ Set 1 Green	Red/Yellow (Band 3,4) RWI Set 1 Green/ Set 2 Purple	Yellow/Blue (Band 4,5) RWI Set 2 Purple/ Set 3 Pink	Yellow/Blue/Green (Band 4,5,6) RWI Set 3 Pink/ Set 4 Orange	Blue/Green (Band 5,6) RWI Set 4 Orange/ Set 5 Yellow
Phonics	Phonics will be delivered in daily sessions throughout the year using Read Write Inc. Assessments conducted at the end of each Half Term using RWI assessment sheet.					
Number Objectives	Recognising numbers of personal significance. Recognising numerals 1-5. Counting using one to one correspondence. Counting objects which cannot be moved.	Counting objects to 10. Starting to count beyond 10. Counting objects from a larger group and irregular arrangements.	Selects correct numeral up to 10. Estimating. Using 'more' and 'fewer' to describe sets of objects. Finds one more and less for up to 10 objects. Counting reliably to 20.	Beginning to use addition and subtraction vocabulary. Records using marks they can explain. Ordering numbers to 20 and finding one more and one less.	Addition and subtraction using single digit numbers. Problem solving. Doubling, halving and sharing.	Making own number problems. Estimation. Counting beyond 20. Counting in 2,5,10.
Number Activities*	<ul style="list-style-type: none"> • Familiarising children with different resources (multilink, numicon etc) • The number of our front door. • How old are you? 	<ul style="list-style-type: none"> • Counting presents/fireworks etc • Looking at irregular groups of objects and counting. 	<ul style="list-style-type: none"> • Using numerals. • How many pigs on the farm? • Adding one more/less big. 	<ul style="list-style-type: none"> • Ordering the billy goats (1-3 and beyond) • Recording our maths 	<ul style="list-style-type: none"> • Doubling different foods. • Halving pizzas. • Sharing cakes. 	<ul style="list-style-type: none"> • Counting pirate treasure. • How many fish in the sea?
SSM Objectives	Begins to use mathematical language for 2D and 3D shapes. Selects named shapes. Makes patterns and recreates models.	Orders items by weight or capacity. Uses everyday language related to time. Order and sequences familiar events.	Orders objects by length or height. Beginning to use language related to money. Measuring short periods of time in simple ways	Describes position.. Using everyday language to talk about size, weight, capacity, time, distance and money.	Recognising and creating patterns. Exploring everyday objects and using mathematical language to describe them.	Estimation. Talking confidently about weight, capacity, time and money. Using extended vocabulary when describing shapes.
SSM Activities*	<ul style="list-style-type: none"> • Making shape pictures • Favourite family shapes • Cutting out shapes. • Shape hunts 	<ul style="list-style-type: none"> • Which is the heaviest present? • How much can we fill a stocking? • Talking about events 	<ul style="list-style-type: none"> • Which is the tallest pig? • Measuring the pig's houses. • How much does a house cost? 	<ul style="list-style-type: none"> • Under the bridge/over the bridge. • How long until lunch time? • How far did the goats go? 	<ul style="list-style-type: none"> • Making caterpillar patterns. • Describing different shapes. 	<ul style="list-style-type: none"> • How much treasure do the pirates have? • Shape hunt. • Filling and emptying. • Floating.
UW Objectives	Family routines and customs. Looking at similarities and differences. Recognising the range of technology used at home.	Family routines and customs and talking about past events. Looking at patterns and change. Using age-appropriate ICT software.	Knowing about similarities and differences between selves and others, and objects, materials and living things. Completing simple programs on the computer.	Looking at similarities and differences among families. Talking about key features of environment and variations. Selecting technology for particular purposes.	Looking at similarities between communities and traditions. Making observations of animals and plants. Selecting technology for particular purposes.	Looking at similarities between communities and traditions. Talking about changes. Selecting technology for particular purposes.
UW Activities*	<ul style="list-style-type: none"> • Photos of our families. • Are our families all the same? • Talking about tech at home. • Autumn Walks 	<ul style="list-style-type: none"> • Talking about celebrations. • Using the computer/ tablets/ beebots/torches. • Freezing and thawing. 	<ul style="list-style-type: none"> • Looking at different objects and materials. • Using Paint to draw a pig house. • Chinese New Year. • Pancakes (change) 	<ul style="list-style-type: none"> • Talking about the brothers (goats) • Talking about environments and habitats. • Living Eggs/Spring 	<ul style="list-style-type: none"> • Talk about Ramadan and Eid. • Lifecycle of a caterpillar. • Using tablets to record progress of caterpillars. 	<ul style="list-style-type: none"> • Making salt crystals. • Pennies in coke. • Using IWB etc for pirate games. • Floating and sinking.
EAD objectives	Building a repertoire of songs and exploring sounds. Dancing. Using different tools safely.	Colour mixing and combining media. Singing songs and making music.	Experimenting with textures. Using materials for a planned effect. Purposeful construction. Using simple tools and techniques.	Selecting appropriate resources and adapting. Selecting tools and using them safely.	Experimenting with colour, design, form and function.	Experimenting with colour, design, form and function.
EAD Activities*	<ul style="list-style-type: none"> • Self-portrait/ My family • Learning lots of new songs • Harvest songs. • Falling leaf dancing 	<ul style="list-style-type: none"> • Firework pictures • Making Christmas cards, decorations • Christmas songs, • Dance - Diwali 	<ul style="list-style-type: none"> • Make story props • Chinese lanterns and dragons • Dragon dancing. 	<ul style="list-style-type: none"> • Mother's day cards 	<ul style="list-style-type: none"> • Symmetrical butterfly paintings • Flower collages 	<ul style="list-style-type: none"> • Father's day cards • Seaside collages. • Making telescopes • Making eye-patches

*more will be added and planned for over the course of the year. Please refer to Termly Curriculum Maps and weekly planning for more details.