

**St Wulstan's Catholic Primary School**  
**Long term Curriculum Map for Reception**

Subject/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Marvellous Me	Celebrations	Space	The Great Outdoors	Food	Near and Far
<b>Text Focuses</b>	Owl Babies Monkey Puzzle Lucy and Tom go to School Peepo When I was Little Like You	Happy Birthday Spot Birthday Invite The Nativity story The North Pole dot com	Aliens Love Underpants Baboon on the Moon The Planets Whatever Next	The Enormous Turnip Jasper's Beanstalk The Hungry Caterpillar Oliver's Vegetables	Tiger who came to Tea Pass the Jam Jim Pancakes, Pancakes Eat your Peas Eating plants	The Lighthouse Keeper's Lunch The Lighthouse Keeper's Breakfast Barnaby Bear at the Seaside Hot and Cold Countries
<b>Prime Area:</b>  <b>Communication and Language</b>	Maintains attention, concentrates and sits quietly during appropriate activity.  Uses language to imagine and recreate roles and experiences in play situations.	Responds to instructions involving a two-part sequence.  Links statements and sticks to a main theme or intention.  Introduces a storyline or narrative into their play.  Listen to stories, accurately anticipating key events.	Two-channelled attention – can listen and do for short span.  Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  Respond to what they hear with relevant comments, questions or actions.  Answer 'how' and 'why' questions in response to stories or events.	Able to follow a story without pictures or props.  Understands humour, e.g. nonsense rhymes, jokes.  Listen attentively in a range of situations.  Develop their own narratives and explanations by connecting ideas or events.	Listens and responds to ideas expressed by others in conversation or discussion.  Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  Answer 'how' and 'why' questions about their experiences.	Follow instructions involving several ideas or actions.  Express themselves effectively, showing awareness of listeners' needs.  Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.  Give their attention to what others say and respond appropriately, while engaged in another activity.
<b>Prime Area:</b>  <b>Personal, Social and Emotional Development</b>	Initiates conversations, attends to and takes account of what others say.  Confident to speak to others about own needs, wants, interests and opinions.	Aware of the boundaries set, and of behavioural expectations in the setting.  Can describe self in positive terms and talk about abilities.  Play co-operatively, taking turns with others.	Explains own knowledge and understanding, and asks appropriate questions of others.  Show sensitivity to others' needs and feelings.  Confident to speak in a familiar group, will talk about their ideas.	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.  Form positive relationships with adults and other children.	Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.  Confident to try new activities, and say why they like some activities more than others.	Take account of one another's ideas about how to organise their activity.  Takes steps to resolve conflicts with other children, e.g. finding a compromise.  Talk about their own and others' behaviour, and its

	Choose the resources they need for their chosen activities.	Work as part of a group or class, and understand and follow the rules.	Talk about how they and others show feelings.	Adjust their behaviour to different situations, and take changes of routine in their stride.	Say when they do or don't need help	consequences, and know that some behaviour is unacceptable.
<b>Prime Area:</b>  <b>Physical Development</b>	Experiments with different ways of moving.  Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  Shows a preference for a dominant hand.  Begins to use anticlockwise movement and retrace vertical lines.  Usually dry and clean during the day.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  Shows a preference for a dominant hand.  Begins to use anticlockwise movement and retrace vertical lines.  Move confidently in a range of ways, safely negotiating space.	Handles tools, objects, construction and malleable materials safely and with increasing control.  Uses simple tools to effect changes to materials.  Begins to form recognisable letters. Shows understanding of how to transport and store equipment safely.  Practices some appropriate safety measures. without direct supervision.	Travels with confidence and skill around, under, over and through balancing and climbing equipment.  Jumps off an object and lands appropriately. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.  Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.  Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.  Eats a healthy range of foodstuffs and understands need for variety in food.  Know the importance for good health of physical exercise, and a healthy diet.	Handle equipment and tools effectively, including pencils for writing.  Show good control and co-ordination in large movements.  Show good control and co-ordination in small movements.  Talk about ways to keep healthy and safe.  Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
<b>Specific Area:</b>  <b>Literacy</b>	Continues a rhyming string.  Enjoys an increasing range of books.  Hears and says the initial sound in words.  Gives meaning to marks they make as they draw, write and paint.	Continues a rhyming string.  Hears and says the initial sound in words.  Links sounds to letters, naming and sounding the letters of the alphabet.	Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  Knows that information can be retrieved from books and computers.  Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  Writes own name and other things such as labels, captions	Links sounds to letters, naming and sounding the letters of the alphabet.  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  Begins to break the flow of speech into words.  Can segment the sounds in simple words and blend them together.  Use their phonic knowledge to write words in ways which match their spoken sounds.	Begins to read words and simple sentences. Attempts to write short sentences in meaningful contexts.  Use phonic knowledge to decode regular words and read them aloud accurately.  Read some common irregular words.  In writing some words are spelt correctly and others are phonetically plausible.	Write some irregular common words.  Read and understand simple sentences.  Demonstrate understanding when talking with others about what they have read.  Write simple sentences which can be read by themselves and others.
<b>Specific Area:</b>	Recognise some numerals of personal significance. Recognises numerals 1 to 5.	Counts out up to six objects from a larger group.  Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.	Counts objects to 10, and beginning to count beyond 10.	In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.	Begins to identify own mathematical problems based on own interests and fascinations.	Beginning to use everyday language related to money.  Using quantities and objects, add and subtract two single-digit numbers

<p><b>Maths</b></p>	<p>Counts up to three or four objects by saying one number name for each item.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>Estimates how many objects they can see and checks by counting them. Says the number that is one more than a given number.</p> <p>Recognise, create and describe patterns.</p>	<p>Counts an irregular arrangement of up to ten objects.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Orders two items by weight or capacity.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p>	<p>Records, using marks that they can interpret and explain.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Selects a particular named shape.</p> <p>Count reliably with numbers from 1 to 20.</p>	<p>Uses everyday language related to time.</p> <p>Measures short periods of time in simple ways. Orders and sequences familiar events.</p> <p>Orders two or three items by length or height.</p> <p>Place numbers 1-20 in order.</p> <p>Say which number is one more or one less than a given number to 20.</p> <p>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p>and count on or back to find the answer.</p> <p>Solve problems, including doubling, halving and sharing.</p> <p>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
<p><b>Specific Area:</b></p> <p><b>Understanding the World</b></p>	<p>Talk about past and present events in their own lives and in the lives of family members.</p> <p>Know about similarities and differences between themselves and others.</p>	<p>Enjoys joining in with family customs and routines.</p> <p>Completes a simple program on a computer.</p>	<p>Know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Uses ICT hardware to interact with age appropriate computer software.</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Know that other children don't always enjoy the same things and are sensitive to this.</p> <p>Select and use technology for particular purposes.</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Recognise that a range of technology is used in places such as homes and schools.</p>	<p>Know about similarities and differences among families, communities and traditions.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p>

