Reception Curriculum Map

Autumn 1 Term





Prime Area **Personal, social and emotional development**

- Settling in activities
- See themselves as a valuable individual
- Class rules and routines
- Supporting children to build relationships
- Exploring dreams and goals
- To begin exploring the behaviour curriculum: 1. Routines 2. Respectful movement, listening and transitions 3. Learning about taking responsibility to reset and repair when routines go wrong.

Prime Area **Physical development**

- Threading, cutting, weaving, playdough, fine motor activities
- Manipulate objects with good fine motor skills
- Draw lines and circles using gross motor movements
- Hold pencil/paint brush beyond whole hand grasp
- Looking at our pencil grip

Prime Area **Communication and Language**

- Settling in activities
- Making friends
- Children talking about experiences that are familiar to them
- Naming passions / goals / dreams
- Rhyming and alliteration
- Looking at familiar print
- Sharing facts about each other
- Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”

Specific Area **Expressive arts and design**

- Join in with songs
- Begin to mix colours
- Join in with role play games and use resources available for props
- Build models using construction equipment
- Sing call-and-response songs, so that children can echo phrases of songs you sing
- Self-portraits
- Begin to explaining what they did to make creations

Specific Area **Understanding the world**

- Identifying their family
- Can talk about what they do with their family and places they have been with their family
- Read fictional stories about families and start to tell the difference between real and fiction
- Talk about members of their immediate family and community
- Navigating around our classroom and outdoor areas
- Introduce children to different occupations

Specific Area **Literacy**

- Joining in with rhymes and showing an interest in stories with repeated refrains
- Looking at environment print
- Having a favourite story/rhyme
- Sequencing familiar stories through the use of pictures to tell the story
- Recognising initial sounds
- Name writing activities
- Engage in extended conversations about stories and learning new vocabulary
- Look at initial sounds and oral blending

Specific Area **Maths**

- Counting rhymes and songs
- Classifying objects based on one attribute
- Matching equal and unequal sets
- Comparing objects and sets
- Subitising
- Ordering objects and sets / introduce manipulatives
- Recognise, describe, copy and extend colour and size patterns
- Count and represent the numbers 1 to 3
- Estimate and check by counting