

# CURRICULUM MAP

YEAR GROUP:  
RECEPTION

Term 1

"MYSELF  
THE WINTER"

By the END of Term 1  
children should  
begin to:

## Personal, Social and Emotional Development

### Making Relationships

Play in a group, share ideas and initiate play

Demonstrate friendly behaviour, begin a conversation and form good relationships with their peers and familiar adults.

### Self-confidence and Self-awareness

Select and use activities and resources with a little help.

Enjoy the responsibility of carrying out small tasks.

Become more confident in social situations.

Talk to other children with more confidence.

Ask an adult for help when they need to.

### Managing Feelings and Behaviour

Understand that some actions and words can hurt others' feelings.

Accept the needs of others, take turns and share resources.

Understand that their wishes may not always be met.

Adapt that there are different social situations and changes in their routine

## Communication and Language

### Listening and Attention

Listen to stories with increasing attention and recall.

Join in with rhymes and stories.

Maintain attention, concentrate and sit quietly during activities.

### Understanding

Understand prepositions such as 'under', 'on top', 'behind'

Respond to instructions correctly.

### Speaking

Use more complex sentences.

Use talk to explain what is happening.

Question why things happen and to give an explanation.

Use a range of tenses.

Extend their vocabulary.

Explore the meaning and sounds of new words.

## Mathematical Development

### Number

Match numeral and quantity accurately.

Recognise and say the numbers to ten.

Write numbers correctly.

Count up to ten objects by saying one number name for each item.

Use their fingers to represent numbers.

### Shape, Space and Measures

Use positional language.

Name some 3D shapes and 2D shapes.

Order and sequence familiar events.

Measure short periods of time in simple ways, eg clocks and timers.

Order two or three items by length or height.

Use everyday language related to time, eg, 'yesterday, today, tomorrow'

## Expressive Art and Design

### Exploring and Using Media and Materials

Enjoy dancing and ring games.

Tap out simple repeated rhythms.

Explore and learn how sounds can be changed.

Explore colour and how colours can be changed.

Join construction pieces together.

Understand that tools are used for a purpose.

### Being Imaginative

Create movement in response to music.

Make up rhythms.

Engage in imaginative role-play.

Build stories around toys

## Understanding the World

### People and Communities

Show an interest in other people.

Remember and talk about important events in their own experience.

### The World

Comment and ask questions about where they live

Talk about some of the things they have observed in the natural world eg, plants, animals.

Talk about why things happen and how things work.

Develop an understanding of growth, decay and changes over time.

Show care and concern for living things and the environment.

### Technology

Know how to operate simple equipment

Complete a simple program on a computer.

## Physical Development

### Moving and Handling

Experience different ways of moving

Run skilfully, negotiating their space and adjusting speed or direction to avoid obstacles.

Move around, under, over and through objects with confidence and skill.

Show control with pushing, patting, throwing, catching or kicking an object.

Use simple tools to effect changes to materials.

### Health and Self-Care

Observe the effects of activity on their bodies.

Understand that equipment and tools have to be used safely.

Eat a healthy range of food.

Be dry and clean during the day

## Literacy

### Reading

Show awareness of rhyme and alliteration.

Hear the letter sounds in words.

Know how stories are structured.

Suggest how a story might end.

Retell part of a story,

Describe the main characters in a book and a significant event.

Show an interest in illustrations and to use these to assist with their storytelling.

Recognise familiar words eg, their own name or an advertising logo.

Look at books independently.

Handle books carefully and with respect.

Know information can be relayed in the form of print.

Know that print carries meaning and, in English, is read from left to right and top to bottom.

## Writing

Begin to give meaning to their marks as they draw and paint.

Write their name clearly.

[www.gov.uk/early-years-foundation-stage](http://www.gov.uk/early-years-foundation-stage)

<http://jollylearning.co.uk/>

[www.crickweb.co.uk/Early-Years](http://www.crickweb.co.uk/Early-Years)