

**St. Edmund's Catholic Primary School**  
**Reception Curriculum Map**



<b>Possible Topic / Theme</b>	<b>All Around Me, Christmas, Starting School</b>	<b>Long, Long Ago, Space, Traditional Stories, Growth</b>	<b>Change, All Around the World, Dinosaurs</b>
<b>RE</b>	<i>Myself Welcome Birthday</i>	<i>Celebrating Gathering Growing</i>	<i>Good News Friends Our world</i>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Explain own knowledge and understanding and begin to ask questions of others</li> <li>• Gain confidence to speak to others about needs, wants, interests and opinions</li> <li>• Begin to negotiate and solve problems with awareness of behavioural expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to ask appropriate questions of others and take steps to resolve conflict with other children</li> <li>• Confident to try new activities, discuss what they like/dislike in a familiar group</li> <li>• Able to talk about theirs and others feelings and behaviour when working as part of a group or whole class</li> </ul>	<ul style="list-style-type: none"> <li>• Organise ideas, play co-operatively, show sensitivity to others and form positive relationships within the school community</li> <li>• Independently select resources and ask for help if necessary</li> <li>• Able to adjust their behaviour to different situations, follow rules and adapt to different routines</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Handle tools, objects, construction and malleable materials safely and with increasing control and begin to form recognisable letters</li> <li>• Manage their own basic hygiene and personal needs</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate good skill, confidence and co-ordination in large and small movements whilst negotiating space</li> <li>• Know the importance for good health of physical exercise and a healthy diet</li> </ul>	<ul style="list-style-type: none"> <li>• Handle equipment and tools effectively, including pencils for writing</li> <li>• Talk about ways to keep healthy and safe</li> </ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sit quietly during appropriate activity</li> <li>• Respond to instructions and able to follow a story</li> <li>• Explores new words and sound and uses talk to organise their thinking, ideas, feelings and events</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively in a range of situations, anticipating key events and responding with relevant comments</li> <li>• Listens and responds to ideas expressed by others in discussion</li> <li>• Introduces a storyline or narrative into their play and express themselves showing awareness of others</li> </ul>	<ul style="list-style-type: none"> <li>• Give attention to what others say and respond appropriately, while engaged in another activity</li> <li>• Follow instructions involving several ideas or actions and answer 'how' and 'why' questions</li> <li>• Use past, present and future forms when talking about events and develop their own narrative</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• Hear and say the initial sounds in words and link sounds to letters, naming and sounding the letters of the alphabet</li> <li>• Write their own name and use clearly identifiable letters to communicate meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Segment the sounds in simple words and blend them together. Read and understand simple sentences</li> <li>• Break the flow of words into words and attempt to write short sentences in meaningful contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Use phonic knowledge to decode regular and irregular words with understanding</li> <li>• Write simple sentences that can be read by themselves and others with some words spelt correctly and others phonetically plausible</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Count up to ten objects by saying one number for each item and find the total number of items in two groups by counting all of them</li> <li>• Begin to use mathematical names for 2D and 3D shapes, use positional</li> </ul>	<ul style="list-style-type: none"> <li>• Count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less</li> <li>• Use everyday language to talk about size, weight, capacity, position, distance, time and money</li> </ul>	<ul style="list-style-type: none"> <li>• Add and subtract two single-digit numbers and count on or back to find the answer. Solve problems involving doubling, halving and sharing</li> <li>• Explore characteristics of everyday objects and shapes and use</li> </ul>

	<i>language and recognise and create patterns</i>		<i>mathematical language to describe them</i>
<b><i>Understanding the World</i></b>	<ul style="list-style-type: none"> <li><i>Talk about past and present events in their own lives and in the live of family members</i></li> <li><i>Looks closely at similarities, differences, patterns and change</i></li> <li><i>Completes a simple program on a computer</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Sensitivity to others interests</i></li> <li><i>Talk about similarities and differences in relation to places, objects, materials and living things in their own environment</i></li> <li><i>Recognise that a range of technology is used in places such as homes and schools</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Know about similarities and differences between themselves and others</i></li> <li><i>Make observations, explain why some things occur and talk about changes</i></li> <li><i>Select and use technology for particular purposes</i></li> </ul>
<b><i>Expressive Arts and Design</i></b>	<ul style="list-style-type: none"> <li><i>Explores songs, dances, colours, textures and different sounds of instruments</i></li> <li><i>Plays cooperatively with others to create simple representations of events, people and objects</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Constructs with a purpose in mind, selecting appropriate resources and adapting where necessary</i></li> <li><i>Use what they have learnt about media and materials in original ways, thinking about uses and purposes</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</i></li> <li><i>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and story</i></li> </ul>
<b><i>Visits/Visitors</i></b>	<i>Theatre Trip</i>	<i>Children's Choice</i>	<i>TBC</i>