









Northwood Community Primary School Reception Curriculum Map 2024 – 2025

Year 2024 - 2025	Sept 4 th – Oct 25 th	Nov 4 th – Dec 20 th	Jan 6 th – 14 th Feb	Feb 24 th – 9 th Apr	Apr 22 nd – 22 nd May	Jun 9 th – 22 nd Jul
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasonal Focus	Autumn	Autumn/Winter	Winter	Winter/Spring	Spring	Spring/Summer
Topic Focus Question	 Me and my feelings	 Traditional Tales	 Penguins	 Habitats	 Changes	 Journeys & Dreams
Literacy						
Driver Texts Bold Texts are CLPE Blue texts NF focus	The Colour Monster The Rainbow Fish The Squirrels Who Squabbled	Traditional Tales	The Emperor's Egg Lost and Found	What's Your Habitat? Animal Homes (poetry) Owl Babies	What We'll Build	Poetry- Plane Spotting
	Poetry- A Rainbow Inside of Me Poetry- Stomp, Sneak, Dance Other key texts- The Rainbow Fish The Squirrels who squabbled	Little Red Riding Hood, Jack & the Beanstalk, Goldilocks and the 3 bears	And Tango Makes Three Poetry- Penguins Everywhere	Peep Inside Animal Homes	Biscuit Bear The Very Hungry Caterpillar The Tiny Seed	Emma Jane's Aeroplane The Queen's Hat Little People Big Dreams: Amelia Earhart
	The Witch's Kitchen	The Jolly Christmas Postman Poetry- The Christmas Pine				
Communication & Language						
Communication & Language is a thread which runs throughout each area of our curriculum. Our skills and progression map note particular skills that we focus upon each term. We also work alongside our SALT team to assess and intervene with pupils who require additional Communication & Language support.						
Communication & Language	Settling in activities & carpet times Nursery rhymes The Colour Monster- moods and feelings Adults modelling language throughout the day "Thank you" "Good morning" "How are you?" "Please could you pass me" Individual speech assessments Makaton Talk for Writing.	Links to festivals, children's experiences, talking about shared experiences Songs- Nativity & Christmas Listening to stories and developing vocabulary Good listening skills Sharing weekly news Makaton Talk for Writing.	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions. Sharing Christmas holiday news. Makaton. Talk for Writing.	Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who. Sharing weekend news. Makaton. Talk for Writing.	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened to in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news. Makaton. Talk for Writing.	Able to talk about own abilities in a positive way. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Holding conversation in back and forth exchanges with adults and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing experiences from their lives using full sentences including use of past, present and future tenses.
Physical Development						
Physical Development is encompassed across our curriculum in each area, every day. Both fine and gross motor skills are carefully planned for and delivered.						
Gross Motor	Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull	Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance.	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to,	Races / team games involving gross motor movements dance related activities. Gymnastics / Balance Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.

	Paint brushes, rollers and sweeping brushes outside to develop shoulder strength.	and push. Two-wheeled balance bikes and pedal bikes.			spin, rock, tilt, fall, slide and bounce. Dance / moving to music.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor	Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.	Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.	Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.	Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.	Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

PSED

PSED	Self-Regulation: My Feelings	Building Relationships: Special Relationships	Managing self: Taking on Challenges	Self-Regulation: Listening and Following Instructions	My Family and Friends	Managing Self: My Wellbeing
My Happy Mind	Meet your brain	Celebrate	Appreciate	Relate	Engage	Consolidate

Literacy- Comprehension

Comprehension	Listening to stories Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. <i>Actions to retell the story. Story Maps.</i>	Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.	Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. <i>Information leaflets about animals in the garden/plants and growing. World Book Day Activities. Timeline of how plants grow.</i>	Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
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Literacy-Word Reading

Word Reading	Linking sounds to letters. Phonic Sounds: RWI Set 1 whole class. Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.	Begin to read words by sound blending. Phonic Sounds: RWI Differentiated groups. Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spells.	Introducing di-graphs. Phonic Sounds: RWI Differentiated groups / Ditties. Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	Begin to read simple sentences. Phonic Sounds: RWI Differentiated groups. Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.	Read and understand simple sentences. Phonic Sounds: RWI Differentiated groups. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.	Reading and understanding sentences with fluency including some common exception words. Phonic Sounds: RWI Differentiated groups. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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Literacy- Writing

Writing	Representing name and initial sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.	Writing CVC words. Name writing. Labelling using initial sounds. Story scribing.	Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words.	Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences.	Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at	Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a
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	<ul style="list-style-type: none"> • Cindi Lauper – True Colours • Bob Marley – 3 Little Birds • Eva Cassidy- Somewhere over the rainbow 	<ul style="list-style-type: none"> • Wolves- Ben Howard • Biffy Clyro- Wolves of Winter • Mumford & Sons- The Wolf • Piggies- The Beatles • Elton John – Step into Christmas • Mariah Carey- All I want for Christmas • Michael Buble- It's beginning to look a lot like Christmas 	<ul style="list-style-type: none"> • Vivaldi - Winter • Sia- Snowman • Joss Stone- The Antarctica Song 	<ul style="list-style-type: none"> • Louis Armstrong – What a Wonderful World • Lynryd Skynrd- Sweet Home Alabama- • John Denver - Take me Home Country Road 	<ul style="list-style-type: none"> • John Williams- Raiders of the Lost Arc • Bruno Mars- Count On Me- 	<ul style="list-style-type: none"> • The Beatles – Yellow Submarine • Frank Sinatra- Come Fly With Me •
Key Celebrations						
Key Events/Festivals & Celebrations	<p>October- Black History Month 4th – 10th Oct World Space Week 31st Oct Halloween 5th Nov Bonfire Night</p>	<p>12th Nov Hinduism – Diwali 10th Nov World Science Day 11th Nov Remembrance Day 18th Nov Parents Evening 15th Nov Children in Need 13th – 17st Anti bullying week 30th Nov Christmas Decorations to be up. 7th – 15th Dec Hanukkah 25th Dec Christmas</p>	<p>Winter 10th Feb Chinese New Year 1st – 9th Feb National Storytelling week 14th – 20th Acts of Kindness Week 14th Feb Valentine's Day</p>	<p>4th March Pancake Day 6th March World Book Day 5th March Beginning of Lent 21st March Red Nose Day 30th March Mother's Day 30th / 31st March Ramadan ends 2nd – 8th April Autism Awareness week 13th April Mar Palm Sunday</p>	<p>20th April Easter 17th May World Baking Day 30th May National Creativity Day 8th June World Oceans Day</p>	<p>15th June Father's Day 10th – 14th June Health Eating Week</p>