

Literacy

- To use pictures to tell stories.
- To sequence familiar stories.
- To independently look at a book, holding them the correct way and turning the pages.
- To engage in story times, joining in with repeated phrases and actions.
- To being to answer questions about the stories read to them.
- To enjoy an increasing range of books including fiction, non-fiction, stories and rhymes.
- To hear and say rhyming words.
- To categorise words that begin with the same sound.
- To read single phonemes (Set 1 sounds).
- To recognise tricky words 'the', 'I'.
- To read, copy and write their name.
- To give meanings to the marks they make.
- To use the correct letter formation of taught letters.
- To write initial sounds.
- To begin to write CVC words using taught sounds.



Curriculum Map Autumn Term 2024 Reception

Mathematics

- To recognise numbers 1-3.
- To begin to subitise to 3.
- To find one more and one less of numbers to 3.
- To explore the composition of 2 and 3.
- To recognise numbers 1-5.
- To begin to subitise to 5.
- To find one more and one less of numbers to 5.
- To explore the composition of 4 and 5.
- To say which group has more and less.
- To compare quantities to 3.
- To count to 5.
- To compare quantities to 5.
- To compare equal and unequal groups.
- To count to 10
- To match and sort objects in a variety of ways.
- To compare capacity, length, height, size.
- To finish a repeating pattern of 2 objects or colours.
- To recognise and name 2D shapes.
- To order the days of the week.

Communication and Language

- To understand how to listen carefully.
- To understand why listening is important.
- To be able to follow directions.
- To engage in story times, joining in with repeated phrases and actions.
- To begin to understand how and why questions.
- To respond to instructions with more than one step.
- To talk in front of a small group.
- To talk to staff.
- To learn new vocabulary.
- To answer questions in front of the whole class.
- To use new vocabulary throughout the day.

Physical Development

- To move safely in a space.
- To follow a path and take turns.
- To work co-operatively with a partner.
- To use a dominant hand.
- To mark make using different shapes.
- To use tweezers to transfer objects.
- To thread large beads.
- To use large pegs.
- To begin to form recognisable letters.
- To begin to hold scissors correctly and cut along a straight line.
- To begin to use anticlockwise movement and retrace vertical lines.
- To hold scissors correctly and cut along a straight and zigzagged line.
- To accurately draw lines, circles and shapes to draw pictures.
- To hold a knife, fork and spoon correctly.
- To use a knife to cut food.

P.S.H.E

- To recognise different emotions.
- To understand how people show emotions.
- To talk about how they are feeling.
- To begin to consider the feelings of others.
- To focus during whole class activities.
- To follow one-step instructions.
- To adapt behaviour to a range of situations.
- To wash hands independently.
- To put coat, fleeces, socks and shoes on independently.
- To explore different areas within the school environment.
- To use the toilet independently.
- To develop class rules and understand the need to have rules.
- To have confidence to try new activities.
- To seek support of adults when needed.
- To gain confidence to speak to adults and peers.
- To play with children who are playing with the same activity.
- To begin to develop friendships.
- To have positive relationships with all familiar staff.

Understanding of the World

- To know about my own life-story.
- To know how I have changed.
- To know about figures from the past.
- To know similarities and differences between things in the past and now.
- To know about family structures and talk about who is part of their family.
- To identify similarities and differences between themselves and their peers.
- To know the name of the school and the local area.
- To know that there are any countries around the world.
- To know that different people speak different languages.
- To talk about how people have different faiths and celebrations.
- To talk about the Christmas story and how it is celebrated.
- To ask question about the natural environment.
- To respect and care for the natural environment.
- To know and recognise the signs of Autumn.
- To show an interest in technological toys.
- To learn about e safety.
- To know how to operate simple equipment.
- To use the Prowise board to draw pictures.

P.E.

- To balance.
- To run and stop.
- To change direction.
- To jump and hop.
- To explore different ways to travel using equipment.

Art

- To explore colour and media for mark making.
- To explore printing, texture and collage.
- To explore warm and cool colours
- To experiment with simple painting techniques – 'Beautiful Fruit'.
- To use shape for collage.
- To explore Splash art.
- To create Remembrance and festive artwork.

Ways to support your son at home:

- To read to your son every night before bedtime and talk about the story.
- To listen to your son read every night.
- To practise correct letter and number formation.
- To spot numbers, letters and words around the environment.
- To practise counting.
- To continue to develop your son's independence, for example, dressing.

Spanish

- To understand that Spanish is spoken in Spain (and some other countries).
- To learn greetings.
- To follow class instructions.
- To understand and respond to the question ¿Come te llamas?
- To understand and respond to the question ¿Que tal?
- To continue with greetings.
- To learn numbers to 20.
- To learn the numbers song in Spanish.
- To learn about Christmas in Spain.

Music

- To be able to copy back simple two pitch phrases.
- To recognize changes in pitch.
- To recognize changes in dynamics.
- To recognize changes in tempo.
- To be able to describe music.
- To develop confidence in performing to an audience.