

## Stillness Infant School – Curriculum Map – Reception

	Topic	Personal, Social and Emotional Development	Physical Development	Communication and Language	Literacy	Maths	Understanding the World	Expressive Arts and Design		
<b>Autumn 1</b>  Macmillan-wear green 24 <sup>th</sup> September  Black History Month-Proud to Be  4th Oct World Space week	<b>Super Me, Super You!</b>	Class rules and routines. Golden rules.  Focusing attention in a group situation for short periods. Following a series of instructions. Taking about our feelings. Learning about how to stay healthy. Making new friends in the class and playing together. Taking turns, sometimes with adult support. Talking about our interests with adults and friends.  Values: Manners, Trust	Oral health. Developing co-ordination and balance using equipment and the climbing frame. Using trikes and scooters confidently. Using brooms and spades to sweep and dig.  Using scissors to make snips and cut lines, holding scissors in one hand. Copying some recognisable letter shapes from name. Holding a pencil with fingers. Showing a preference for a dominant hand. Drawing a figure.  PE- Fundamental 1- Balancing, running, jumping, changing direction, hopping, travelling, working safely, determination decision making.	Listening, expressing themselves.  Following instructions. Listening games.  Talk partners. Making new friends. Describing their likes and dislikes. Asking questions.	Autumn One	Sounds covered	HFW/Tricky words	Singing counting songs. Matching. Sorting. Exploring size, mass and capacity Exploring pattern.	Talking about our families, knows some things that make them unique. Exploring our five main senses.  Talking about familiar places and the world around us. Exploring our local area. Looking at maps of our local area.  Looking at nature and describing what we notice, noticing and describing change.  Outdoor learning in the wildlife garden: Introduction to mud kitchen, mud painting, hunting for minibests, the pond and watering plants.	Self-portraits. Junk modelling. Experimenting with different colours and textures. Printing with paint. Using scissors to make lines or snips and uses a paintbrush to form lines and circles. Creating pictures with a range of lines and shapes.  Experimenting with percussion instruments. Joins in with singing. Engaging in role play and small world play.
					1	Phase 1 Phonics activities				
					2	Phase 1 Phonics activities				
					3	s a t p				
					4	i n m d				
					5	g o c k	is			
					6	c k e u r	l			
					7	h b f l	the			
					8	Revision	Revision			
			Stories about starting school, families and superheroes. Retelling familiar stories. Joining in with songs and rhymes. Identifying sounds. Joining in with a simple rhythm and matching rhyming words.  Recognising our names. Saying the initial sound in a word. Orally blend some simple CVC words.  Creating recognisable letter shapes when writing own name.							

<b>Autumn 2</b>  Diwali – Thursday 4th November 2021  Bonfire Night – Friday 5 <sup>th</sup>  Remembrance Day - Thursday 11th  Children in Need – 13th Nov 2021  Local walks to look at materials and shapes  Anti-bullying week – Odd Socks Day 15th Nov 2021  Also Road Safety Week 15th-21st Nov 2021  Hanukkah – 28th Nov-6th Dec 2021  Christmas Jumper day/lunch  Christmas Concert	<b>We're Going on a Bear Hunt</b>	Golden rules. Working together. Respect for each other.	Moving safely in different ways. Using apparatus. Being safe when cooking. Discussing the importance of healthy eating.	Asking questions. Recalling existing knowledge about bears. Sharing experiences.	<table border="1"> <tr> <td>Autumn Two</td> <td>Sounds covered</td> <td>HFW/Tricky words</td> </tr> <tr> <td>1</td> <td>Baseline Assessment of phonic knowledge</td> <td></td> </tr> <tr> <td>2</td> <td>ff ll ss j</td> <td>put, pull, full, as</td> </tr> <tr> <td>3</td> <td>v w x y</td> <td>and, has, his, her</td> </tr> <tr> <td>4</td> <td>z zz qu words with s /s/ added at the end, ch</td> <td>go, no, to into</td> </tr> <tr> <td>5</td> <td>sh th ng nk</td> <td>she, push, he, of</td> </tr> <tr> <td>6</td> <td>words with s /s/ added at the end, words ending s /z/, words with s /z/ added at the end</td> <td>we, me, be</td> </tr> <tr> <td>7</td> <td>Revision</td> <td>Revision</td> </tr> </table>	Autumn Two	Sounds covered	HFW/Tricky words	1	Baseline Assessment of phonic knowledge		2	ff ll ss j	put, pull, full, as	3	v w x y	and, has, his, her	4	z zz qu words with s /s/ added at the end, ch	go, no, to into	5	sh th ng nk	she, push, he, of	6	words with s /s/ added at the end, words ending s /z/, words with s /z/ added at the end	we, me, be	7	Revision	Revision	Representing 1,2 and 3. Comparing 1,2 and 3. Composition of 1,2 and 3. Circles and triangles. Positional language. Representing numbers to 5. Subitising to 5. One more and one less. Shapes with 4 sides. Time- language.	Learning about different faiths. Diwali: exploring Rangoli patterns. Guy Fawkes' Night: firework pictures and models. Advent. Christmas: Nativity, story through performance.  Listening carefully to stories about difference places and recognising some differences between these places and our country.  Noticing seasonal changes. Describing some features of plants and animals.  Outdoor learning: Introduction to hibernation with hiding hedgehogs and building dens.	Using clay. Collage. Using different painting techniques. Exploring and joining natural materials e.g. leaves and conkers.  Using different textures in creations and combining media. Cutting along curved lines with scissors and uses moulding tools with malleable materials. Using a range of shapes and colours to represent observational drawings.  Playing alongside others to develop storylines in role play or small world. Singing familiar songs. Moving in response to music.
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Identifying a wider range of feelings, e.g. scared, excited. Focusing attention in a whole class group for a teaching session, e.g. Phonics. Persisting with difficult or challenging activities. Making independent choices and trying new things. Persevering with fastenings on coats and to dress and undress for PE. Continuing to develop friendships and relationships with adults. Knows when a friend is upset and how to help them.	Using a range of ways to move appropriately, e.g. jumping, hopping, sliding. Climbing over, under and through obstacles, e.g. climbing frame and large construction obstacle courses. Using large construction to build.	Recalling key points of stories.  Role play familiar stories using repetitive and descriptive language. Using talk to communicate needs, news, feelings and ideas. Using new vocabulary.	Attempting to use a tripod grip. Creating recognisable objects or shapes when drawing or painting. Using scissors to cut along curved lines, holding scissors in the correct position. Moulding and shaping clay with fingers and tools.	Books about bears. Stories about Christmas. Noisy words and poems. The story of Rama and Sita.  Listening attentively to stories. Describing favourite stories. Describing the main events in the story and predict what might happen. Retelling a story using role play or small world resources, using some story language.	Matching Phase 2 graphemes and phonemes. Blending and reading Phase 2 CVC words. Reading Phase 2 captions. Reading Phase 2 tricky words.	Matching Phase 2 graphemes and phonemes. Segmenting and blending Phase 2 CVC words.																										
Values: Responsibility, Community	PE- Gymnastics 1- Shapes, Balancing, Jumps, Rocking, Rolling, Travelling, Communication, Creating sequences.	Matching Phase 2 graphemes and phonemes. Segmenting and blending Phase 2 CVC words.	PE- Gymnastics 1- Shapes, Balancing, Jumps, Rocking, Rolling, Travelling, Communication, Creating sequences.	Matching Phase 2 graphemes and phonemes. Segmenting and blending Phase 2 CVC words.	Matching Phase 2 graphemes and phonemes. Segmenting and blending Phase 2 CVC words.	Matching Phase 2 graphemes and phonemes. Segmenting and blending Phase 2 CVC words.																										

					Writing CVC words and labels. Writing cards. Story maps. Beginning to write simple captions. Writing some lower-case letters and some upper-case letters, e.g. for own name, Mum and Dad.																								
<b>Spring 1</b>	<b>On the Move</b>	Describing others' and our emotions. Responding to more complex instructions in smaller groups. More confident to tackle new challenges, persisting with encouragement. Following school and class rules and can talk about their importance. Co-operating with others, listening and sharing some ideas. Taking turns in group activities. Identifying how others feel and responding to them.	Catching and throwing. Bats and balls. Using tools. Scooter training.  Balancing on and off equipment. Jumping safely from a piece of equipment.  Holding a pencil in a tripod grip.  PE- Games 1- Running, balancing, changing directions, striking a ball, throwing, co-operation, using tactics, decision making.	Sharing their own knowledge and understanding. Recalling facts and experiences linked to transport. Switching attention from one task to another. Taking part in conversations and discussions and using new vocabulary in context.	<table border="1"> <tr> <td>Spring One</td> <td>Sounds covered</td> <td>HFV/Tricky words</td> </tr> <tr> <td>1</td> <td>ai ee igh oa</td> <td>put pull full as</td> </tr> <tr> <td>2</td> <td>oo ar or</td> <td>and has his her</td> </tr> <tr> <td>3</td> <td>z zz qu, words with s /s/ added at the end, ch</td> <td>go no to into</td> </tr> <tr> <td>4</td> <td>sh th ng nk</td> <td>she push he of</td> </tr> <tr> <td>5</td> <td>Words with s /s/ added at the end, words ending s /z/ (his) and with s /z/ added at the end</td> <td>we me be</td> </tr> <tr> <td>6</td> <td>Revision</td> <td>Revision</td> </tr> </table> <p>Information sources. Non-fiction texts. Identifying non-fiction texts, remembering facts.</p> <p>Developing our understanding of story structure.</p> <p>Reading books with a range of Phase 2 and 3 CVC words and tricky words. Showing a good understanding of what has been read.</p> <p>Writing CVC words and labels using Phase 2 and 3 phonemes. Spells some tricky words. Is starting to write short sentences. Writing recipes, news writing.</p>	Spring One	Sounds covered	HFV/Tricky words	1	ai ee igh oa	put pull full as	2	oo ar or	and has his her	3	z zz qu, words with s /s/ added at the end, ch	go no to into	4	sh th ng nk	she push he of	5	Words with s /s/ added at the end, words ending s /z/ (his) and with s /z/ added at the end	we me be	6	Revision	Revision	Exploring zero Comparing. numbers to 5. Composition of 4 and 5. Comparing mass. Comparing capacity. Exploring 6,7 and 8. Making pairs. Combining 2 groups. Comparing height and length. Time-sequencing.	Investigating materials and movement. Chinese New Year, Pancake day and valentine's day.  Traffic surveys in local area and road safety. Exploring and producing simple maps of the local area. History of transport.  Developing our general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different. Exploring floating and sinking.  Outdoor learning: Learning about birds by building	3D junk modelling and sculptures. Designing and painting. Paper aeroplanes.  Using different techniques and materials to achieve the desired effect and talking about what has been created. Mixing colours to produce different shades and combines materials to create different textures.  Playing a range of percussion instruments. Using instruments to create own music.
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6	Revision	Revision																											
Trip- tbc																													
Moon Week 24.1.22																													
Ambulance driver visit																													
Burns Night																													
Chinese New Year – dance workshop?																													
Firefighter visit																													
Children's Mental Health week																													
Internet Safety Day		Values: Determination, Positivity																											
Valentine's Day																													

								nests and collecting worms.		
<b>Spring 2</b>  Fairtrade Fortnight 21 <sup>st</sup> Feb- 6 <sup>th</sup> March  Pancake Day – 1 <sup>st</sup> March  World Book Day 3 <sup>rd</sup> March  Science Week 5 <sup>th</sup> March – 14 <sup>th</sup> March  Sport Relief 7 <sup>th</sup> – 11 <sup>th</sup> March TBC  Mother's Day 27 <sup>th</sup> March	<b>Amazing Eggs</b>	Caring for the ducklings. Completes set challenges/tasks independently. More confident to tackle new challenges. Knows some ways to keep healthy. Using words to solve conflicts. Discussing ways that skills can be improved and to show pride in achievements.  Values: Appreciation, Friendship	Outdoor team games. Cooking and healthy eating. Throwing, kicking, passing and catching a large ball. Practising skipping.  Using scissors to cut around more complex shapes, e.g. split pin characters.  PE- Fundamentals 2- Hopping, galloping, skipping, sliding, jumping, balancing, changing direction, working with others, challenging ourselves, selecting and applying actions.	Oral storytelling. Retelling stories. Share knowledge and understanding of dinosaurs and ducklings. Sharing facts.  Following more complex instructions.  Using talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.	Spring Two	Sounds covered	HFW/Tricky words	Subitising to 6. Developing an understanding of subtraction and composition of numbers. Knows some doubles to 10. Building 9 and 10. Consolidation.	Understanding a different time in history. Habitats. Finding out about the past. Easter.  Lifecycle of ducklings. Learning about how things grow. Understanding and using some language related to animals, e.g. camouflage, predator, nocturnal.  Outdoor learning: Exploring mud kitchen, mud painting, den building and pond.	Collage. 3D modelling. Observational drawings. Collage habitats. Clay/ plasticine fossils. Easter cards.  Beginning to plan a design before starting. Using a range of tools and equipment and selecting the best tool/joining material for the job.  Selecting resources to develop own role play storylines. Singing Spring songs.
					1	Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far, Secure spelling			
					2	Review Phase 3: er air, words with double letters, longer words				
					3	Words with two or more digraphs				
					4	Longer words, words ending in – ing, compound words				
					5	Longer words, words with s in the middle /z/ s, words ending –s, words with – es at end /z/				
					6	Revision				
<b>Summer 1</b>	<b>Once Upon a Tale....</b>	Showing an understanding of their own feelings and those of others.	Outdoor team games. Oral health.	Descriptive language. Creating stories. Developing characters. Using	Summer One	Sounds covered	HFW/Tricky words	Building numbers beyond 10. Counting patterns beyond 10.	Planting potatoes and seeds. Story settings.	Painting, collage used mixed media. Wax resist.
					1	Baseline Assessment				

<p>Eid al-Fitr 2<sup>nd</sup> May-3<sup>rd</sup> May</p>		<p>Working towards simple goals. Following instructions involving several ideas or actions.</p> <p>Confident to try new activities and showing independence, resilience and perseverance. Explaining the reasons for rules. Understanding the importance of healthy food Working and playing co-operatively and taking turns with others.</p> <p>Values: Friendship, Curiosity</p>	<p>Negotiating space and obstacles safely, with consideration for themselves and others. Demonstrating strength, balance and co-ordination when playing.</p> <p>Holding a pencil using the tripod grip (in most instances). Creating more detailed drawings.</p> <p>PE- Gymnastics 2- Shapes, balancing, jumps, rock and roll, barrel roll, straight roll, developing forward roll, travelling, helping others, creating sequences.</p>	<p>familiar phrases from stories.</p> <p>Listening attentively and asking questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Participating in small group, class and one-to-one discussions, offering their own ideas.</p>	<table border="1" data-bbox="1133 97 1456 603"> <tr> <td></td> <td>of phonic knowledge</td> <td></td> </tr> <tr> <td>2</td> <td>Short vowels CVCC</td> <td>said so have like</td> </tr> <tr> <td>3</td> <td>Short vowels CVCC CCVC</td> <td>some come love do</td> </tr> <tr> <td>4</td> <td>Short vowels CCVCC, CCCVC, CCCVCC, longer words</td> <td>were here little says</td> </tr> <tr> <td>5</td> <td>Longer words, compound words</td> <td>there when what one</td> </tr> <tr> <td>6</td> <td>Root words ending in: -ing, -ed /t/, -ed /d/, /ed/ -est</td> <td>out today</td> </tr> </table> <p>Writing descriptions. Writing invitations. Writing headlines. Writing stories and making booklets.</p> <p>Demonstrating an understanding of what has been read to us by retelling stories and narratives using our own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories.</p> <p>Saying a sound for each letter in the alphabet and at least 10 digraphs. Reading words consistent with our phonic knowledge by sound-blending.</p> <p>Writing recognisable letters, most of which are correctly formed. Spelling words by identifying sounds in them and representing the sounds with a letter/letters.</p>		of phonic knowledge		2	Short vowels CVCC	said so have like	3	Short vowels CVCC CCVC	some come love do	4	Short vowels CCVCC, CCCVC, CCCVCC, longer words	were here little says	5	Longer words, compound words	there when what one	6	Root words ending in: -ing, -ed /t/, -ed /d/, /ed/ -est	out today	<p>Spatial reasoning-match, rotate, manipulate. Adding More. Taking Away. Subitising. Spatial reasoning-compose and decompose shapes.</p>	<p>Discussing the lives of the people around us and their roles in society.</p> <p>Knows some similarities and differences between things in the past and now, drawing on our own experiences and what has been read in class.</p> <p>Describing our immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Knows some similarities between different religious and cultural communities in this country, drawing on our experiences and what has been read in class.</p> <p>Exploring the natural world around us,</p>	<p>Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Using props and materials when role playing characters in narratives and stories.</p> <p>Creating, adapting and recounting narratives and stories with friends and our teachers. Singing a range of well-known nursery rhymes and songs.</p>
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								making observations and drawing pictures of animals and plants. Knows some similarities and differences between the natural world around them and contrasting environments , drawing on our experiences and what has been read in class.		
<b>Summer 2</b>	<b>Marvellous Minibeasts</b>	Preparing for change. Reflecting on our achievements.	Sports Day. Group ball skills games.	Sharing their own knowledge and understanding about minibeasts. Offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Summer Two	Sounds covered	HFW/Tricky words	Subitising. Doubling. Sharing and grouping. Even and Odd. Composition of numbers to 10. Consolidation of number bonds. Spatial reasoning-visualise and build. Spatial reasoning-mapping.	Looking after the environment. Lifecycles of caterpillars, butterflies, frogs. Understanding the past through settings, characters and events encountered in books read in class and storytelling. Describing some similarities	Making costumes and props for Creepy Crawly Calypso Carnival. Sharing our creations, explaining the processes we have used. Performing songs, rhymes, poems and stories with others. Moving in time with music.
		Dividing attention to between a person speaking and their activity. choices. Managing their own basic hygiene and personal needs, including dressing, going to the toilet and. changing for PE.	Moving energetically, running, jumping, dancing, hopping, skipping and climbing.	Offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.						
			Using a range of small tools, including scissors, paint brushes and cutlery.	Expressing our ideas and feelings about our experiences using full sentences, including use of past, present and future tenses and						
Trip-tbc					1	Long vowel sounds CVCC CCVC	Review all taught so far, Secure spelling			
World Ocean Day				2	Long vowel sounds CCVC CCCVC CCV CCVCC					
Father's Day				3	Phase 4 words ending -s /s/, -s /z/, -es, longer words					
Eid ul Adha – Sunday 10 <sup>th</sup> July				4	Root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/					
Sports Day										
Summer Concert		Shows sensitivity to their own and others' needs.	PE-Ball skills 1- Travelling, copying and performing actions,							

		Values: Communication, Creativity	developing co-ordination, working together, selecting and applying actions.	conjunctions (with support from teachers).	<table border="1"> <tr> <td>5</td> <td>Phase 4 words ending in: -s /s/, -s /z/, -es, longer words</td> </tr> <tr> <td>6</td> <td>Revision</td> </tr> <tr> <td>7</td> <td>Revision</td> </tr> </table>	5	Phase 4 words ending in: -s /s/, -s /z/, -es, longer words	6	Revision	7	Revision		<p>and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Developing an understanding of some important processes and changes in the natural world around us including the seasons and changing states of matter.</p> <p>Outdoor learning: Minibeast hunt</p>
5	Phase 4 words ending in: -s /s/, -s /z/, -es, longer words												
6	Revision												
7	Revision												
					<p>Story maps. Poems. Labelling and captions. Story writing.</p> <p>Using and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Reading aloud simple sentences and books that are consistent with our phonic knowledge, including some tricky words.</p> <p>Writing simple phrases and sentences that can be read by others.</p>								

*NB: British values: democracy, rule of law, individual liberty, mutual respect, tolerance of those of different faiths.*