

# St Cuthbert's RC Primary School Curriculum Map 2018/2019 - Year RECEPTION

**EDUCATE; Create; Witness; Christ at the Centre**

		Autumn	Spring	Summer
<b>The Characteristics of effective learning</b>		PLAYING AND EXPLORING To show curiosity about objects, events and people.	CREATING AND THINKING CRITICALLY To think of ideas	ACTIVE LEARNING To show high levels of energy and fascination.
<b>3 prime areas of learning and development</b>	<b>Personal, Social and Emotional Development</b>	Separating from main carer with confidence and feeling safe and secure in the environment. Showing care and concern for self, others and the environment. To make new friends and take turns. To learn new classroom rules and routines.	To select and use activities independently. To describe self in positive terms and talk about abilities. To understand that own actions affect other people, for example, comforting another child when they realise they have upset them. To begin to negotiate and solve problems without aggression. To say when we do or don't need help To try new activities, and say why they like some activities more than others.	To speak in a familiar group with confidence, talk about their ideas. To talk about how we show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. To adjust behaviour to different situations, and take changes of routine in their stride. Transition to Y1
	<b>Physical Development</b>	To move with confidence in a range of ways. To hold a pencil between thumb and two fingers. To copy some letters. To catch a large ball. To practise cutting skills.	To negotiate space successfully during games. To adjust speed and change direction to avoid obstacles. To begin to form recognisable letters and show a preference for a dominant hand. To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. To show good control and co-ordination in large and small movements.	To move confidently in a range of ways, safely negotiating space. To handle equipment and tools effectively, including pencils for writing. To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
	<b>Communication and Language</b>	To listen with interest and attention. To join in with repeated refrains. To respond to simple instructions. To listen to and answer questions. To develop good listening skills.	To listen to stories with increasing attention and recall. To concentrate and sit quietly during appropriate activities. To use language to imagine and recreate roles and experiences in play situations. To listen and respond to ideas expressed by others in conversation or discussion.	To follow instructions involving several ideas or actions. To answer 'how' and 'why' questions about their experiences and in response to stories or events. To show and awareness of listeners' needs and use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
<b>4 specific areas of learning and development</b>	<b>Reading and Writing</b>	To recognise own name. To write own name. To recognise rhyme. To hold a book the correct way around. To join in with repeated refrains. To hear and say initial sounds in words. To recognise the letter sounds taught. To begin to write the letter sounds taught. To begin to understand left to right orientation.	To continue a rhyming string. To segment the sounds in simple words and blend them together to read them. To enjoy an increasing range of books. To break the flow of speech into words. To use some clearly identifiable letters to communicate meaning, representing some sound correctly and in sequence. To learn digraphs such as 'ou', 'ee' and 'sh'.	To read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. To read some common irregular words [Tricky Words]. To demonstrate understanding when talking with others about what they have read. To use phonic knowledge to write words in ways which match their spoken sounds. To write some irregular common words. Write simple sentences which can be read by themselves and others.
	<b>Mathematics</b>	To count to 20. To recognise numbers to 5/10/20. To order numbers to 5/10/15/20. To match numeral and quantity correctly within 5/10/15/20. To show an interest in number. To name basic 2D shapes. To use positional language. To understand and talk about number lines.	To count beyond 20 To recognise and order numbers to 10/20/50. In practical activities and discussion begin to use the vocabulary involved in adding and subtracting. To use and respond to the language 'more than' 'less than'. To name basic 3D shapes. To begin to identify own mathematical problems based on own interests and fascinations.	To place numbers in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. To solve problems, including doubling, halving and sharing. To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
	<b>Understanding the world</b>	To use the computer and CD player. To show an understanding of festivals. To talk about family. To express feelings about specific personal interests. To become aware of the Reception Classroom and its immediate vicinity.	To discuss family customs, celebrations and routines. To interact with age appropriate computer software. To develop an understanding of growth, decay and changes over time. To show care and concern for living things and the environment.	To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.

	<p><b>Expressive Arts and Design</b></p>	<p>To sing a few familiar songs.          To tap out a repeated rhythm.          To join construction pieces together.          To use simple tools.          To discuss colours.          To engage in imaginative play.</p>		<p>To explore the different sounds of instruments.          To explore what happens when colours are mixed.          To manipulate materials to achieve a planned effect.          To choose particular colours for a particular purpose.</p>		<p>To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.          To represent ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	
	<p><b>RE</b></p>	<p><b>Domestic Church:</b>          Family/Myself  <b>Baptism/ Confirmation:</b>          Belonging</p>	<p><b>Advent/Christmas:</b>          Loving: Birthdays</p>	<p><b>Local Church:</b> Community/          Celebrating  <b>Eucharist:</b>          Relating/Gathering</p>	<p><b>Lent/Easter:</b>          Giving/Growing</p>	<p><b>Pentecost:</b> Serving/          Good News  <b>Reconciliation:</b>          Inter-relating/Friends</p>	<p><b>Universal Church:</b>          Our World</p>