

Southwick Community Primary school
Curriculum map Year: Reception

	Autumn		Spring		Summer	
General Themes	How do I regulate myself?	How do we show we care?	How do things move?	How does it change?	How do we learn from stories?	Who lives here?
"WOW" moment / Enrichment weeks	Autumn Space week Diwali Harvest Festival - food tasting	Remembrance Winter Anti-Bullying Week Bonfire Night Children in Need Christmas/ Nativity Hannukah International Week - food tasting	Internet Safety Week Chinese New Year Valentines World Book Day Pancake day Investigations around forces eg Exploring cars, vehicles, ramps etc. Train rides - visit to railway	Visit farm Easter Mother's Day Science Week Weather experiments Exploring old and new Nature scavenger hunts Hatching Eggs - 2 week cycle (chicks or ducks Eid	Author visit	Visits or visitors in - WWT, rock pooling, beach Fathers day
Parental Involvement	Initial visit Parents evening Harvest Festival Assembly	Phonics Workshop Nativity	Bake sale Mental health week workshop	Easter assembly Easter egg competition	Parent workshop linked with story telling	Summer reports
Core Texts <i>(Pie Corbett's spine texts)</i>	<i>Owl babies</i> <i>Handa's surprise</i> <i>What ever Next</i> <i>Gruffalo</i>	One snowy night The smartest Giant in town <i>Stickman</i> Room on a broom	From head to toe The hare and the tortoise <i>Mr Grumpies Motor Car</i> <i>Mr Grumpies Outing</i> The train ride The journey home from Grandpas	The tiny seed Guess how much I love you <i>Rosies walk</i> From egg to chicken After the storm	<i>6 dinner sid</i> Superworm The tiger who came to tea Jack and the beanstalk Goldilocks and the 3 bears	Giraffes can't dance Super worm The snail and the whale Sharing a shell Lighthouse keepers' lunch <i>By the light of the moon</i> <i>Shhh</i>

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<p>Communication and Language</p>	<p>Focus: listening, attention, early vocabulary, responding to stories</p> <p>Listen attentively to stories during whole-class reading.</p> <p>Begin to respond to simple questions about stories (what?).</p> <p>Join in with daily story, song, and rhyme routines.</p> <p>Begin to retell familiar stories using actions, words, and repetition.</p> <p>Ask simple "what" questions linked to learning themes.</p> <p>Use and understand key vocabulary linked to regulation and emotions (e.g.</p>	<p>Focus: participation, repetition, simple questioning</p> <p>Join in with repeated refrains and predictable phrases in stories.</p> <p>Begin to ask simple "who" questions.</p> <p>Retell familiar stories (e.g. Christmas story) using key events.</p> <p>Use vocabulary linked to festivals and celebrations (e.g. celebration, decoration, Hanukkah, Christmas).</p> <p>Talk about home experiences and special family events.</p> <p>Begin to connect stories to own</p>	<p>Focus: understanding story events and simple sequencing</p> <p>Talk about key events in stories in order (beginning, middle, end with support).</p> <p>Begin to ask "when" questions linked to learning themes (transport, space, vehicles).</p> <p>Engage with non-fiction texts and begin to notice differences from stories.</p> <p>Use vocabulary linked to transport and movement (e.g. fast, slow, travel, vehicle).</p> <p>Begin to express ideas using simple past and present tense.</p>	<p>Focus: deeper understanding and expressive language</p> <p>Identify main characters in stories and talk about their feelings.</p> <p>Develop and use wider vocabulary linked to themes (e.g. farm, animals, growth).</p> <p>Retell familiar experiences (e.g. farm trip) in simple sequence.</p> <p>Sort and categorise animals and talk about similarities/differences.</p> <p>Use language linked to change and development (how things grow/change).</p> <p>Respond to questions about</p>	<p>Focus: linking ideas, imagination, and reasoning</p> <p>Link events in stories to their own experiences.</p> <p>Use increasingly rich story language (e.g. "once upon a time", "suddenly").</p> <p>Retell familiar stories with increasing independence and detail.</p> <p>Begin to make simple predictions about stories.</p> <p>Use vocabulary linked to favourite stories and themes.</p> <p>Begin to explain preferences (what they like/dislike and why).</p> <p>Use talk to extend role play based on familiar stories.</p>	<p>Focus: confident speaking, inference, and imaginative expression</p> <p>Hot-seat characters and answer questions in role.</p> <p>Ask and answer questions confidently about stories and experiences.</p> <p>Retell and adapt familiar stories independently.</p> <p>Use full sentences to express ideas clearly.</p> <p>Use past and present tense more consistently in speech.</p> <p>Talk about experiences, stories, and ideas with increasing detail.</p> <p>Learn and use vocabulary linked to "Under the Sea"</p>
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	special, unique, similar, different). Begin to follow a simple narrative with adult support	experiences with adult support. Listen and respond during daily story, song, and rhyme sessions.	Retell parts of stories focusing on main events and characters. Begin to describe what happens in stories using simple sentences.	stories using longer sentences. Join in with daily story, song, and rhyme with increasing confidence.		theme (e.g. habitat, creature). Participate in songs, poetry, and rhymes with confidence and expression.
Oracy						
	Faces speaker; briefly looks at adult.	Turn your body toward the person when speaking; hold eye-contact ~2 sec.	Uses gestures (point, wave) to aid talk.	Orient body to listener during group talk.	Raises hand to speak; uses simple facial cues.	Addresses the audience (turns to class) during show-&-tell.
	Attempts words softly; often mumbles.	Speaks 1-2 word phrases clearly.	Speaks in short phrases audibly; uses rising intonation for questions.	Speaks in full sentences; pauses when thinking.	Project voice to the whole class; varies tone (excited vs. neutral).	Speaks clearly with correct pronunciation; adjusts volume for setting.
	Labels familiar objects (ball, doll).	Uses 2-3 word phrases; adds 1-2 adjectives (e.g. "big ball").	Uses "what/where" questions; uses pronouns (I, my).	Uses common verbs (go, want) in short sentences; strings 3+ words.	Uses new story words from books; links ideas with "and, because".	Uses full sentences with conjunctions; recalls key story vocabulary.
	Listening to short stories or songs (turns head).	Answer simple "what"/"who" questions about the story.	Listens and follows two-step instructions with modelling.	Answers basic "why" questions (with help); retells simple events.	Predicts story endings; asks clarification questions ("What's that?").	Listens attentively to peers; answers others' questions about a story.
	Joins in nursery rhymes; imitates peers.	Shares toys and speaks when given a turn.	Waits for turn in partner talk; says brief comment ("me too").	Initiates a turn in circle time (e.g. "I have something").	Leads simple turn-taking games; encourages a friend to speak.	Manages own turns in discussion; invites quieter children to contribute.

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	Attempts "what?" or "where?" with help.	Asks simple "what?" or "who?" questions independently.	Begins to ask "why?" or "how?" questions (with prompt).	Answers "why/how" questions with 1-2 word answers.	Formulates a question about a familiar object/event.	Asks peers questions about their story; answers classmates' questions.
	Shows a toy and names it to an adult.	Describe your favourite toy in 2-3 words to group.	Share something from home using 1-2 short sentences.	Tells a short personal event (e.g. "I went to park.").	Retells a known story using key words in order.	Presents a 3-sentence narrative (beginning, middle, end) to class.

PSED - Kapow	Self regulation - my feelings	Building relationships-special Relationships	Managing self - taking on challenges	Self regulation - Listening and taking on instructions	Building relationships- My Family and friends	Managing self - My wellbeing
PSED	<p>Focus: self identity, transition, routines, emotional awareness</p> <p>Develop sense of self by sharing hobbies, interests, and personal experiences.</p> <p>Begin to see themselves as part of a new Reception community (transition from Nursery).</p> <p>Learn and follow key classroom rules and daily routines.</p> <p>Begin to name and identify basic emotions</p>	<p>Focus: independence, responsibility, preferences</p> <p>Take on simple classroom responsibilities (e.g. snack helper, tidying up).</p> <p>Begin to understand the importance of helping others in the classroom.</p> <p>Talk about likes and dislikes in food, activities, and play.</p>	<p>Focus: understanding rules and impact of actions</p> <p>Begin to understand that choices have consequences.</p> <p>Learn and use expectations for behaviour (e.g. "kind hands and kind words").</p> <p>Begin to make choices about behaviour with adult support.</p>	<p>Focus: relationships, empathy, wellbeing awareness</p> <p>Describe what makes a good friend (listening, sharing, helping).</p> <p>Develop awareness of how behaviour affects friendships.</p> <p>Understand the importance of healthy routines (sleep, screen time, rest).</p>	<p>Focus: managing emotions, expressing opinions, difference</p> <p>Talk about feelings and begin to explain why they feel a certain way.</p> <p>Use strategies to manage emotions more independently (calm corner, breathing, talking).</p> <p>Express opinions and understand that others may think differently.</p>	<p>Focus: resilience, safety, independence in social situations</p> <p>Talk about and attempt to overcome challenges using stories and adult modelling.</p> <p>Begin to resolve problems by talking to peers or adults with increasing independence.</p> <p>Understand and apply basic pedestrian safety</p>

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	<p>using stories (e.g. <i>The Colour Monster</i>).</p> <p>Begin to understand that different feelings are normal and everyone experiences them.</p> <p>Explore simple strategies for feeling calm (deep breathing, quiet space, sensory room).</p> <p>Understand basic self-care routines such as handwashing and teeth brushing for health.</p>	<p>Begin to make simple choices in daily routines and explain preferences.</p> <p>Develop awareness of personal responsibility in daily tasks.</p> <p>Continue to follow routines with increasing independence.</p>	<p>Understand how actions affect others in simple situations.</p> <p>Begin to reflect on behaviour through adult discussion.</p> <p>Develop awareness of fairness and sharing in group play.</p>	<p>Begin to talk about balanced screen use and why it matters.</p> <p>Begin to recognise how others may feel in different situations.</p> <p>Continue developing empathy in group and partner play.</p>	<p>Begin to accept and respect differences of opinion.</p> <p>Develop confidence in sharing ideas in group situations.</p> <p>Begin to resolve minor conflicts with adult support.</p>	<p>(road safety awareness).</p> <p>Show increasing independence in managing feelings and behaviour in group situations.</p> <p>Use language to explain problems and suggest simple solutions.</p> <p>Demonstrate growing resilience when faced with challenge or frustration.</p>
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<p>Physical Development - Including PE unit Get Set</p>	<p>Gross Motor- scarves and ribbons, large chalk drawings outside, lines and circles, good sitting posture, outdoor adventure trail Daily movement breaks to work on gross motor skills</p>	<p>Gross Motor- Balancing, dance and movement linked to Christmas performance Fine Motor- Snowflake making (cutting) zipping up coat, introduction to</p>	<p>Gross Motor- Moving like an astronaut on the moon, obstacle courses Fine Motor- Chopping, peeling, mixing foods from around the world. Split pin astronauts,</p>	<p>Gross Motor- What the ladybird heard obstacle course- climbing over, under, around, through Fine Motor- weaving, peeling and cutting fruits and vegetables, weaving, top to bottom</p>	<p>Gross Motor- Movement sequences (growing bean) Links to Jack moving up/down /fast/slow in PE Moving like mini beasts eg. Slow/sliding like a snail, scurrying like a spider. Children will know how to skip,</p>	<p>Gross Motor- moving like underwater animals Fine Motor- rescue the sea creatures, shell print fossils, pipette salt paintings</p>
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	Fine Motor- handling and turning pages in books, threading, snipping, chopping vegetables, Weekly finger gym sessions to promote fine motor skills Introduction to PE-	letter formation, dough disco Weekly finger gym sessions to promote fine motor skills	cocktail stick night sky pictures Weekly finger gym sessions to promote fine motor skills	Weekly finger gym sessions to promote fine motor skills	hop and stand on one leg. Fine Motor- Bug sorting using tweezers, weaving a spider web Planting beans, leaf threading,	

Reading						
Comprehension						
Little Wandle Phonics	s a t p i n m d g o c c e u r h b f l	ff ll ss j v w x y z zz qu ch sh th ng n • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) Children will know tricky words: put* pull* full* as and has his her go no to into she push* he of we me be	Review Phase 2 taught sounds and practise blending and segmenting skills	ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words Children will know tricky words: was you they my by all are sure pure	Review Phase 3 • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end Children will review all tricky words previously taught plus he, she, me, we, be.	short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est Children will know tricky words taught to date.

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Writing						
Handwriting (Little Wandle)	<p>Squiggle me into a writer</p> <p>Writing name</p>	<ul style="list-style-type: none"> • Horizontal lines, Vertical lines, Wavy lines, Circles (Week 1) • Up curves, Down curves, Mixed-height curves, Letter C (Week 2) • Spirals, Crosses, Turrets, Diagonals (Week 3) • Zig-zags, Sideways V, Letter X, Triangles (Week 4) <p>Revisit</p>	<p><u>Curly letter family</u></p> <p>c, a, d (Week 1)</p> <p>• g, o, q (Week 2)</p> <p>• e, s, f (Week 3)</p> <p><u>Long letter Family</u></p> <p>l, i, t (Week 4)</p> <p>• j, u, y (Week 5)</p> <p>Bouncy letter family</p> <p>• m, n, r (Week 6)</p> <p>• b, p, h (Week 7)</p>	<p><u>Zig-zag letter family</u></p> <p>v, w, x (Week 1)</p> <p>z, k (Week 2)</p> <p>Assess and review week Review lower-case letters as needed (Week 3)</p> <p>Revisit any other</p>	<p><u>Capital letters</u></p> <p>• Cc, Aa, Dd (Week 1)</p> <p>• Gg, Oo, Qq (Week 2)</p> <p>• Ee, Ss, Ff (Week 3)</p> <p>• Ll, Ii, Tt (Week 4)</p> <p>• Jj, Uu, Yy (Week 5)</p> <p>Mm, Nn, Rr (Week 6)</p> <p>Assess and review</p>	<ul style="list-style-type: none"> • Bb, Pp, Hh (Week 1) • Vv, Ww, Xx (Week 2) • Zz, Kk (Week 3) <p>Assess and review lower-case and capital letters as needed • Practise letter formation in digraphs and trigraphs • Practise letter formation in words • Use Assessment for Learning to reteach and review</p>
Purposeful writing	<p>Writing focus</p> <p>Listen to stories and repeat key vocabulary.</p> <p>Hear and identify initial sounds in spoken words.</p> <p>Make marks to represent ideas,</p>	<p>Writing focus</p> <p>Identify initial sounds consistently.</p> <p>Begin oral segmenting of simple words.</p> <p>Dictate words and short phrases.</p>	<p>Writing focus</p> <p>Write CVC words using phonics knowledge.</p> <p>Attempt phonetically plausible spelling.</p> <p>Write dictated captions (2-3 words).</p>	<p>Writing focus</p> <p>Write dictated simple sentences (3-5 words).</p> <p>Orally rehearse sentences before writing.</p> <p>Begin consistent finger spaces.</p>	<p>Writing focus</p> <p>Write simple dictated sentences independently.</p> <p>Use phonics knowledge to spell words.</p> <p>Write for different purposes.</p>	<p>Writing focus</p> <p>Write coherent simple sentences independently.</p> <p>Spell phonetically using known sounds.</p> <p>Reread writing to ensure it makes sense.</p>

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	<p>speech, and experiences.</p> <p>Dictate words and short phrases to adults to be scribed</p> <p>Understand writing represents spoken language.</p> <p>Genre exposure</p> <p>Simple story language (characters, actions)</p> <p>Repetitive phrases and rhymes</p> <p>Spoken sentences linked to experiences</p> <p>Environmental print (labels, signs)</p>	<p>Copy write familiar words (name, labels, key vocab).</p> <p>Begin oral rehearsal of short phrases.</p> <p>Genre exposure</p> <p>Simple instructions in play ("sit down", "get coat")</p> <p>Labelled objects and classroom print</p> <p>Simple spoken sentences ("I can see...")</p> <p>Vocabulary from stories and themes</p>	<p>Begin oral sentence rehearsal.</p> <p>Begin finger spaces (supported).</p> <p>Reread writing for meaning.</p> <p>Genre exposure</p> <p>Captions ("big cat", "red bus")</p> <p>Character descriptions (appearance/action)</p> <p>Simple story events (first/next/then orally)</p> <p>Instructions linked to play</p> <p>Early vocabulary building through talk</p>	<p>Use known tricky words (I, the, is).</p> <p>Reread writing to check meaning.</p> <p>Genre exposure</p> <p>Simple narratives (story events)</p> <p>Character feelings/actions ("the dog is sad")</p> <p>Simple recounts (trip/event)</p> <p>Step-by-step instructions (oral modelling)</p> <p>Story vocabulary (big/small/ran/happ)</p>	<p>Orally plan own sentences</p> <p>Reread and check the meaning.</p> <p>Genre exposure</p> <p>Short narratives (beginning of structure)</p> <p>Character descriptions (appearance + behaviour)</p> <p>Instructions (simple procedural writing)</p> <p>Information sentences (facts/labels)</p> <p>Story language ("once upon a time", "suddenly")</p>	<p>Genre exposure</p> <p>Simple narrative sequencing (beginning/middle/end orally)</p> <p>Character description with reasoning ("because..." orally supported)</p> <p>Instructions and procedural writing</p> <p>Information sentences linked to topics</p> <p>Exposure to simple poetry/rhyme (language play) poetry/rhyme and rhythm</p> <p>Oral storytelling before written composition</p>
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<p>Mathematical experiences: Counting rhymes and songs. Classifying objects based on one attribute. Matching equal and unequal sets. Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Exploring the numbers 1,2,3 Children should be given the opportunities to look, count and subitise the numbers 1,2 and 3. Matching, Sorting and Patterns. Opportunities at looking at different shapes, sizes, and colours of objects both man-made and natural. Children should be able to identify, describe the objects, match and sort into the same category. Opportunities to compare amounts and say which has more or fewer, which is taller/shorter, longer/shorter. Opportunities to make a</p>	<p>1, 2, 3 Children should be able to show the correct number on their fingers and match numeral to correct quantity. 4 and 5: Children count on or back to 4 and 5. They count or subitise sets of up to 4/5 objects to find how many and make their own collections of objects. They match the number names to numerals and quantities and are able to say which sets have more and which have fewer items. They use their own mark-making to represent numbers to 4 and 5. One More and One Less: Children continue to count, subitise and compare as they explore one more and one less. Children to see the link between counting forwards and the one more pattern and counting back and the</p>	<p>Introducing Zero Children will already have some practical understanding of 'nothing there' or 'all gone'. Learning that the number zero and the numeral 0 can be used to represent this. Comparing Numbers to 5 Children continue to understand that when comparing numbers, one quantity can be more than, the same as, or fewer than another quantity. Children will continue to develop the understanding that all numbers are made up of smaller numbers. Exploring compositions of 4 and 5. Compare Mass Children to have experiences of comparing heavy and light, using the language of heavy, heavier than, heaviest, light, lighter than and lightest. Compare Capacity: Children to make direct comparisons to understand full, empty,</p>	<p>Building 9 and 10: Children continue to apply the counting principles when counting to 9 and 10 (forwards and backwards). They represent 9 and 10 in different ways. Arranging 9 or 10 items in small groups will support the children to conceptually subitise these larger numbers and explore their composition. Children notice that a 10 frame is full when there is 10. They can use 10 frames, fingers and bead strings to subitise groups of 9 and 10. Comparing numbers to 10: Children continue to make comparisons. They understand that when making comparisons a set can have more items, fewer items or the same number of items. Bonds to 10: Children explore number bonds to 10 using real object in different contexts. 3-D Shape: Children will</p>	<p>Building numbers beyond 10: Children to build and identify numbers to 20 (and beyond) using a range of resources. Provide opportunities for children to recognise that the numbers 1-9 repeat after every full 10. Counting patterns beyond 10: Provide regular opportunities for children to count on and back beyond 10. Provide representations which clearly show the full 10s and the part of 10. Children to count on and back from different starting points, to say which number comes before or after a given number. Spatial reasoning (1 and 2): Provide opportunities to select and rotate shapes to fill a given space. Children to match arrangements of shapes, prompting them to use positional language to describe where the</p>	<p>Doubling: Learning that double means 'twice as many'. Children to build doubles using real objects and mathematical equipment. Sharing and grouping: Children to be given experiences of sharing equally, to recognise and make equal groups. Children to notice that there can be items left over when they share. Even and odd: Children to understand that some quantities will share equally into 2 groups and some will not. Spatial reasoning (3): Children understand that places and models can be replicated. Positional language to be used to describe where objects are in relation to other items. Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall</p>
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<p>pattern. Children should explore how to make their own repeating pattern. They should be able to complete a repeating pattern using colour, size or different sizes.</p>	<p>one less pattern. Shapes with 4 sides: Children learn that squares and rectangle have 4 straight sides and 4 corners. They begin to recognize these shapes on everyday items in the classroom and outside. Night and Day: Children talk about night and day and order key events in their daily routines. They use language to describe when events happen eg., day, night, morning, afternoon, before, after, today, tomorrow. Children begin to measure time in simple ways eg. counting the number of sleeps or using timers.</p>	<p>half full, nearly full and nearly empty. Composition of 6,7 and 8 Children continue to apply the counting principles when counting to 6, 7 and 8. They represent 6, 7 and 8 in different ways and can count out the required number of objects from a larger group. Arranging 6, 7 or 8 items into smaller groups to conceptually subitise and see how the numbers are made up of smaller numbers.</p>	<p>naturally explore and manipulate 3-D shapes through their block play and modelling. Considering which shapes roll and which shapes stack. Introduce the names of the shapes and children to be given opportunities to explore similarities and differences. Pattern (2): Build on the pattern AB work by introducing more complex patterns. ABB, AAB, AABB, AABBB etc.</p>	<p>shapes are in relation to one another. Provide opportunities for children to explore how shapes fit together/separated to make new shapes. Adding more: Children to use real objects to see that the quantity of a group can be changed by adding more. Firstly by re-counting all the items altogether then encouraging them to count on. Taking away: Children to use real objects to see that a quantity of a group can be changed by taking items away. Firstly by counting the items at the start, and then subitise or recount how many are left.</p>	<p>(without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Verbally count beyond 20, recognising the pattern of the counting system.</p>
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UtW	<p>History Talk about themselves as baby toddler now.</p>	<p>History Talk about family roles and routines.</p>	<p>History Recognise transport has changed over time.</p>	<p>History Notice change over time in self,</p>	<p>History Recognise stories show life in the past.</p>	<p>History Compare lighthouse past vs present.</p>
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<p>Sequence personal events. Recognise they have changed over time.</p> <p>Geography Identify familiar places in the school environment. Talk about spaces (inside/outside, busy/quiet).</p> <p>Science Use senses to explore materials (soft, hard, rough, smooth). Observe seasonal change in immediate environment.</p> <p>Thinking skills Notice Describe Begin to compare</p>	<p>Understand that people and events are remembered. Begin to understand symbols of memory (poppy).</p> <p>Geography Explore school/local area and how people use spaces. Notice seasonal change in the environment</p> <p>Science Use senses to explore natural materials. Observe seasonal effects on nature (Autumn/Winter).</p> <p>Thinking skills Compare (then/now, home/story) Notice change over time Begin simple explanation ("because it changes")</p>	<p>Know early significant figures (George Stephenson - exposure only).</p> <p>Geography Understand journeys and movement between places. Talk about routes and transport types</p> <p>Science Explore forces: push, pull, roll, fast/slow. Investigate movement (ramps, water, air resistance).</p> <p>Thinking skills Compare (old/new) Predict (what will happen if...) Explain simply ("it moves because...")</p>	<p>environments, routines.</p> <p>Geography Observe seasonal and environmental change (school, outdoors).</p> <p>Science Plants, animals, and humans grow and change. Life cycles (duck, frog, butterfly). Seasonal changes in nature.</p> <p>Thinking skills Sequence (life cycles, seasons) Observe patterns Compare over time</p>	<p>Compare past/present (clothes, homes, jobs). Light awareness of historical differences.</p> <p>Geography Compare settings in stories (homes, villages, environments).</p> <p>Science Talk about materials/objects in story contexts (old vs modern). Observe differences in objects used.</p> <p>Thinking skills Interpret (what is happening?) Compare systematically Explain differences (simple reasoning)</p>	<p>Understand lighthouse keeper as a past job. Recognise change in ways people work.</p> <p>Geography Identify coastal environments and features. Understand place differences (sea, land, coast).</p> <p>Science Materials in environments (rock, sand, metal, glass). Habitats and adaptation (animals and environment). Human impact (safe travel, environment use).</p> <p>Thinking skills Explain simple cause ("to keep ships safe") Compare environments Begin reasoning about change</p>
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<p>Expressive arts and Design</p>	<p>Art</p> <p>Explore mark-making to express feelings (fast/slow, big/small marks)</p> <p>Use colour to represent emotions (no expectation of accuracy)</p> <p>Begin to talk about what they have made ("This is happy")</p> <p>DT</p> <p>Explore materials freely (soft, hard, stretchy, bendy)</p> <p>Join materials in simple ways (press, stick, slot)</p> <p>Begin to select tools with support</p> <p>Music</p> <p>Respond to music through movement (calm/fast/loud/quiet)</p> <p>Join in with familiar songs and rhymes</p> <p>Use voice and body to express feelings (loud/quiet sounds)</p>	<p>Art</p> <p>Draw and represent people (basic features emerging)</p> <p>Use colour and materials to show meaning (cards, gifts, celebrations)</p> <p>Begin to explain their creations</p> <p>DT</p> <p>Create simple purposeful products (cards, decorations)</p> <p>Explore joining techniques (tape, glue, simple fixing)</p> <p>Begin to think about who something is for</p> <p>Music</p> <p>Sing familiar songs with increasing accuracy</p> <p>Use instruments to represent sounds (e.g. gentle/loud)</p> <p>Begin to follow simple rhythms</p>	<p>Art</p> <p>Use mark-making to represent movement (lines, swirls, patterns)</p> <p>Explore pattern and repetition in artwork</p> <p>Begin to choose tools for effect</p> <p>DT</p> <p>Build simple moving models (rolling, sliding, pushing)</p> <p>Explore how things work (wheels, ramps, joints)</p> <p>Begin to solve simple problems in construction</p> <p>Music</p> <p>Explore rhythm through movement and instruments</p> <p>Copy and create simple repeated patterns (beats)</p> <p>Link movement to music (fast/slow, stop/start)</p>	<p>Art</p> <p>Represent change (seasons, growth, weather)</p> <p>Use a range of materials (paint, collage, natural objects)</p> <p>Begin to refine and adapt creations</p> <p>DT</p> <p>Explore materials that change (mixing, melting, shaping)</p> <p>Design and build with increasing purpose</p> <p>Begin to evaluate ("It didn't work because...")</p> <p>Music</p> <p>Use sound to represent change (loud/quiet, fast/slow transitions)</p> <p>Create simple sound sequences</p> <p>Begin to combine sounds to tell a story</p>	<p>Art</p> <p>Draw and create story settings and characters</p> <p>Use detail with increasing intention</p> <p>Represent ideas through drawing and making</p> <p>DT</p> <p>Design and build props and small world environments</p> <p>Create models linked to stories (houses, boats, settings)</p> <p>Combine materials and techniques</p> <p>Music</p> <p>Retell stories using sound, rhythm and movement</p> <p>Create simple compositions for characters/events</p> <p>Combine voice, instruments and movement</p>	<p>Art (ELG)</p> <p>Safely use and explore a variety of materials, tools and techniques</p> <p>Experiment with colour, design, texture, form and function</p> <p>Share creations, explaining the process and outcome</p> <p>DT (ELG)</p> <p>Plan and create purposeful models and structures</p> <p>Select tools and materials independently</p> <p>Adapt work and solve problems during making</p> <p>Music (ELG)</p> <p>Perform songs, rhymes and music with confidence</p> <p>Create simple compositions using instruments and voice</p> <p>Express ideas, feelings and</p>
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