

Reception curriculum map
2024-2025

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Ourselves	At West Malling we believe the children are most engaged in their learning when they collectively take ownership of the topic and choose what they want to learn about.				
C & L	Through the topic children have opportunities to listen and respond to, role play and interact with a range of high-quality texts. They are encouraged to participate in small group, whole class and one to one discussions. Through this, they can express their ideas, ask questions, give explanations and learn and use newly introduced vocabulary.					
Focused texts	So much Little Red Hen (Harvest) Where the Wild things are	Texts will be carefully selected linked to the topic and will be exploring throughout each term.				
PSED (including Jigsaw)	Over the course of the year, we will be developing skills to enable children to: self-regulate, manage themselves build relationships					
	Being me in my world – helping others How am I feeling Thinking about others Caring about others Working well with others	Celebrating differences Accept everyone is different Include others Know how to help someone in trouble Try to solve problems Kind words/hands	Dreams and Goals – Stay motivated and tackle challenges Keep trying Work well with a partner/group Positive attitude Work hard to achieve goals	Healthy Me Healthy choices Being Healthy, balance diet Being physically active Keeping safe Keeping clean Stranger danger	Relationships Know how to make friends Solve friendship problems Help others Respect others Managing feelings Being a good friend	Changing me Understand everyone is unique and special Express how they feel Respects changes in themselves/others Know who to ask for help Looking forward to change
PD	Gross motor – Children will be given a range of opportunities to develop their spatial awareness, demonstrate strength balance and coordination and moving energetically.					
	Fine motor – Children will be given a range of opportunities to hold a pencil effectively, use a range of small tools and begin to show accuracy and care when drawing.					
PE		Travelling	Dance	Manipulating Equipment	Gymnastics	Athletics/Tennis
Literacy	Through shared reading children will be able to demonstrate an understanding of what is being read to them, use newly introduced vocabulary, make comments and predictions and ask questions.					
	Writing – children will be taught to write letters; spell words using their phonics and write simple phrases and sentences.					

	Phonics RWI Speed Set 1 Single sounds m, a, s, d, t, l, n, p, g, o,	Phonics RWI Speed Set 1 Single sounds c, k u, b, f, e, l, h, r, j, v, y,	Phonics RWI Speed Set 1 – special friends w, z, x, sh, ch, th, qu, nk, ng	Phonics RWI Speed Set 1 – special friends ay, ee, igh, ow, oo, oo	Phonics RWI Speed Set 2 Long vowels ar, or, air, ir, ou, oy	Phonics RWI – revision & recap. Reading and writing
Maths (Mastering Number)	Subitise to 4 Counting to 5, 1:1 Comparing sets - more/fewer Sorting/Space	Subitise to 5 Cardinality of 5, counting beyond 5. Begin to recognise numerals to 5 Whole/parts Comparing sets (equal sets) Shape – 3D	Subitise to 5, including structured and random arrangements. Cardinality to 10 Verbal counting to 20 Using fingers to represent quantities/patterns Composition of 5 and 6 Comparing sets, including making unequal sets equal. Shape – 2D	Symmetrical patterns – doubles Cardinality to 10 Verbal counting to 20 Counting pattern beyond 20 Composition odd/even numbers – link to doubles Composition of numbers to 10/Number bonds to 10 Length, height, weight	Subitising, including one more/doubles, up to 10 Verbal counting to 20 and beyond Develop confidence in verbal and object counting Composition of 10 Order sets of objects Volume and Capacity	Revision and recap of Mastering Number concepts Writing numbers Exploring patterns/repeating patterns
UW	Over the course of the year we ensure that all areas of the Understanding of the World will be covered through our topics. However, there are some celebrations that will be explored each term. Please see below.					
	Me! My family Growing and changing My body and my senses	How do different people celebrate Christmas?	New Year/Chinese New Year	How do different people celebrate Easter?		Celebrations around the world
RE Kent agreed syllabus – including resource 'Understanding Christianity'	CREATION Why is the word 'God' so important to Christians?	INCARNATION Why do Christians perform Nativity plays at Christmas?	Which stories are special and why? (New Testament)	SALVATION Why do Christians put a cross in an Easter Garden?	Which stories are special and why? (Old Testament)	Which stories are special and why? (World faiths)
EAD	A variety materials, tools and props are regularly provided for the children to experiment with colour, design, texture, form and function. They will have the opportunity to share their creations and explain their process and develop their imaginary play. Through songs, rhymes and a weekly music lesson, children will develop their singing, rhythm, and confidence in performing.					