

Kingdom International Grammar School (KIGS)

Curriculum Map Reception

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
CAL	ALL ABOUT ME To listen and speak in a group. To maintain attention, concentrate and sitting quietly. To respond to simple instructions. To talk about themselves and their families. To listen to stories with increasing attention and recall. Uses language to imagine and recreate roles and experiences in play situations. To use Makaton daily (see web links)	TRADITIONAL STORIES To learn new words to support communication. To learn positional language. To join in with repeated refrains and anticipates key events and phrases in rhymes and stories. To retell events in order-linked to fairytales. To listen and speak in a whole class setting (Christmas production). To use Makaton daily (see web links).	PEOPLE WHO HELP US To begin to use a range of tenses. To talk about past, present and future events. To use words they have learned through their reading and role-play with others. To express themselves effectively showing awareness of their listeners needs. Children respond to what they hear with relevant comments and questions. To use Makaton daily. (see web links)	ANIMALS AND SPACE To follow a story without pictures or prompts. Children follow instructions following several ideas or actions. Listens and responds to ideas expressed by others in conversation or discussion. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Children express themselves effectively, showing awareness of listeners' needs. To use Makaton daily (see web links)	GROWTH - Transition to Key Stage 1 They answer 'how' and 'why' questions about their experiences and in response to stories or events. They develop their own narratives and explanations by connecting ideas or events Listens attentively with sustained concentration to follow a story without pictures or props. Can listen in a larger group, for example, at assembly. Uses a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions	TRANSPORT Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Children follow instructions involving several ideas or actions. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Children give their attention to what others say and respond appropriately,
Maths Number	To begin to recognise, count (1-1 correspondence), order numbers 1-10. To match number and quantity correctly (up to 10). To begin to write numerals correctly 1-10 - writing repeater (see web links) Comparing two groups of objects. To show an interest in numerals in the environment. To shows an interest in representing numbers. To realise not only objects, but anything can be counted, including steps, claps or jumps. Two and three coloured repeating patterns.	To be confident to recognise, count (1-1 correspondence), order numbers 1-10. To match number and quantity correctly (up to 10). To write numerals correctly 1-10 - writing repeater (see web links) Separating two group of objects in different ways, beginning to recognise the total is still the same.	To begin to recognise, count (1-1 correspondence), order numbers 1-20. To match number and quantity correctly (up to 10). To write numerals correctly 1-20 - writing repeater (see web links) To learn to add and subtract using single digit numbers, using cubes, drawing dots and number lines. (see web links)	To be confident to recognise, count (1-1 correspondence), order numbers 1-20. To match number and quantity correctly (up to 10). To write numerals correctly 1-20 - writing repeater (see web links) To learn to add and subtract using single digit numbers, using cubes, drawing dots and number lines. (see web links) To find one more or one less than a number up to 20.	Estimates objects. Measures objects. Weighs objects. Compares objects. Orders objects. Talks about properties, position and time. (see web links)	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Estimates a number of objects and check quantities by counting up to 20. Solves practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. (see web links)
Maths Shape, space & Measures	To measure short periods of time in simple ways (e.g. sand timer, stop watch). To describe their relative position such as 'behind' or 'next to'. Knowing and describing 2d shapes- round, sides, corners, edges. (see web links). To show an interest in shapes in the environment.	Size ordering- To order items by length or height. Time- sequencing events and using everyday language related to time. To order and sequences familiar events. Knowing and describing 2d and 3d shapes curved edge, straight edge, does it roll. (see web links)	To order items by weight or capacity. Money - to use the language and to understand what money is used for. To recognise coins and know how much they are worth. Knowing and describing 2d and 3d shapes curved edge, straight edge, does it roll (see web links)	To order items by weight or capacity. Money - to use the language and to understand what money is used for. To recognise coins and know how much they are worth. Knowing and describing 2d and 3d shapes curved edge, straight edge, does it roll (see web links)	To estimate objects, measure objects, weighs objects, compares objects, order objects. To talk about properties, position and time. (see web links)	To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. To recognise, create and describe patterns. To explore characteristics of everyday objects and shapes and use mathematical language to describe them (see web links)
Reading	To recognise and hear initial sounds in words. Phase 1 Phonics (see web links). To listen to stories. To blend and segment sounds in words orally. To hear rhyming words and make up a rhyming string. To hold books the correct way up and turns pages. To know that print carries meaning and, in English, is read from left to right and top to bottom.	To begin to be aware of the way stories are structured. To recognise letter sounds of satpinmdgock. (see web links) To segment the sounds in simple words and blend them together and to know which letters represent some of them. To describe story settings, events and principal characters in familiar stories. To be aware of the way stories are structured and to suggest how the story might end. To read a range of high frequency and tricky words independently Phase 2 (spelling list)	To begin to read a range of high frequency and tricky words independently Phase 2 and 3 (spelling list) To recognise letter sounds and names a-z. To begin to recognise digraphs (2 letters make one sound) and trigraphs (3 letters make one sound)- see sound list . To begin to use phonics to read simple regular words, extending to sentences. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. To know that information can be retrieved from books and computers.	To be confident to read a range of high frequency and tricky words independently Phase 2 and 3 (spelling list) To be confident to recognise digraphs (2 letters make one sound) and trigraphs (3 letters make one sound)- see sound list . To read simple words and forms of speech that are increasingly influenced by their experiences of books. To demonstrate understanding of what they have read and to be able to talk about this with us (reading books) and to be able to talk about this.	To read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. Uses phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. To describe the main events in the simple stories they have read.	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have
Writing	To give meaning to marks they make as they draw, write and paint. To recognise and hear initial sounds in words. To blend and segment sounds in words (CVC words e.g. dog, cat). To copy letter patterns showing good pencil control. To write their names independently in lower case letters.	To make marks to represent writing. To know and form some letters correctly satpinmdgock (Phase 2 phonics). To write some simple phonetic CVC words, e.g. dog, cat, hat, pin, sit etc. (see web links) To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To write a range of high frequency and tricky words independently Phase 2 (spelling list) Practise forming letters correctly (see handwriting link)	To know and form some letters correctly a-z, sh, th, ai, ar, ee, igh, oa, or, oo, er, ure (Phase 2 and 3 phonics). To write some words with digraphs in (2 letters make one sound) e.g. ch-p, l-or-k, sh-ar-k, r-ai-n. To write a range of high frequency and tricky words independently Phase 2 and 3 (spelling list). To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To write labels and captions. To write short sentences in meaningful contexts. Practise forming letters correctly (see handwriting link)	To know and form some letters correctly a-z, sh, th, ng, ch, ai, ar, ee, igh, oa, or, oo, er, ure (Phase 2 and 3 phonics). To write some words with digraphs in (2 letters make one sound) e.g. ch-p, l-or-k, sh-ar-k, r-ai-n. To write a range of high frequency and tricky words independently Phase 2 and 3 (spelling list). To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To write labels and captions. To write short sentences in meaningful contexts. Practise forming letters correctly (see handwriting link)	Can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. Uses the key features of narrative in own writing. Practise forming letters correctly (see handwriting link)	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spell correctly and others are phonetically plausible. Practise forming letters correctly (see handwriting link)
PSE	To develop new friendships. To be interested, excited and motivated to learn. To be responsible for own personal belongings. To be able to tidy up after themselves. To show confidence in asking adults for support. To demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. HEALTH AND WELL BEING (Ealing PSHE scheme of work)	To be aware of behaviour expectations in school and at home. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. To understand and follow the class rules. To be confident to speak to others about own needs, wants, interests and opinions. HEALTH AND WELL BEING (Ealing PSHE scheme of work)	To share equipment and take turns as part of a group/as a class. To show high levels of involvement in activities e.g. concentrate at an activity for 5 minutes without being distracted. To be confident when speaking to others about their own needs, wants, interests and opinions. To be able to negotiate and solve problems with others. LIVING IN THE WIDER WORLD (Ealing PSHE scheme of work)	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They adjust their behaviour to different situations, and take changes of routine in their stride. LIVING IN THE WIDER WORLD (Ealing PSHE scheme of work)	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. RELATIONSHIPS (Ealing PSHE Scheme of work)	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. RELATIONSHIPS (Ealing PSHE Scheme of work)

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Understanding the world	To talk about special times or events for family or friends e.g. Diwali. To enjoy joining in with family customs and routines. To explore different types of food. To know how to use simple equipment e.g. remote control, CD player. Shows interest in the lives of people who are familiar to them. To recognise and describes special times or events for family or friends e.g. Birthdays.	To talk about some of the things they have observed such as plants, animals, natural and found objects. To observe change in the outside world. To ask questions about where they live. To develop an awareness of their own past. Trip- to the local woods around school.	To ask questions about where they live. Shows interest in different occupations. To ask questions about why things happen and how things work. To know how to operate simple equipment e.g. cd player or learn pad. Begins to know about their own cultural beliefs and those of others. To know that information can be retrieved from computers. Children recognise that a range of technology is used in places such as at home. Trip- to the local post office, cafe &	To develop an understanding of growth, decay and changes over time. To show care and concern for living things and the environment. They talk about the features of their own immediate environment and how environments might vary from one another. To observe change in the outside world using all their senses as appropriate. To find out and talk about past and present events in their lives and in others. Trip- To Hanwell Zoo Chicks in School	Children know that other children don't always enjoy the same things, and are sensitive to this. They make observations of animals and plants and explain why some things occur, and talk about changes. Finds out about and uses a range of everyday technology. Are familiar with basic scientific concepts such as floating, sinking, experimentation. Knows that other children have different likes and dislikes and that they may be good at different things. Trip - Transport museum	Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They select and use technology for particular purposes. Trip- to Greenford Avenue Traffic count survey
Physical Development	To be able to use a knife and fork and to feed themselves. To show an understanding of own and others space. To communicate their basic needs: eating, drinking, toileting. To put their coats on and do their zip independently. To use one handed tools and equipment with control e.g. scissors, pencil. To show a preference for a dominant hand. To begin to use anticlockwise movement and retrace vertical lines.	To eat a healthy range of food. To begin to use a tripod grip when holding a pencil. To develop increasing skill in handling a range of equipment – large and small objects. To become more independent with dressing and undressing. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	To travel in a variety of ways across a range of equipment and to be aware of safety rules. To develop balancing, jumping, skipping and hopping skills. To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. To gain control and co-ordination of the body. To form recognisable letters.	To notice and talk about how their bodies change after exercise. To know the importance of good health and be able to look after themselves and others e.g. eating healthily, sharing with each other and playing cooperatively. To show understanding of the need for safety when tackling new challenges, and considers and manages some risks. To show understanding of how to transport and store equipment safely.	Can hop confidently and skip in time to music. Holds paper in position and uses their preferred hand for writing, using a correct pencil grip. Beginning to be able to write on lines and control letter size. Knows about, and can make healthy choices in relation to, healthy eating and exercise. Can dress and undress independently, successfully managing fastening buttons or laces. Sports Day	Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
Expressive Arts & Design	To develop free painting, drawing, cutting skills and manipulate malleable materials. Learning action songs and rhymes, and using simple percussions. To enjoy joining in with dance and play time games. To use colours correctly and explore what happens when they mix colours. To use a range of construction materials to build with a purpose.	To create simple representations of events, people and objects. To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. To sing to themselves and make up songs. To develop imaginative play alone and alongside others. To introduce a storyline or narrative into their play. Winter Show	To begin to move your body to the rhythm of the music. To work with imagination while creating models. Manipulates materials to achieve a planned effect. To construct with a purpose in mind, using a variety of resources. To use simple tools and techniques competently and appropriately. To use correct colours for skin, eyes and hair when drawing people.	To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. Children sing songs, make music and dance, and experiment with ways of changing them.	To develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed. Children talk about the ideas and processes which have led them to make music, designs, images or products. They talk about features of their own and others' work, recognising the differences between them and the strengths of others.	Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Class Assembly