

Burnwood Community School Reception Curriculum Map 2024-25



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Project	Let's Explore	Monsters and Machines	Long Ago	Ready, Steady, Grow	Animal Safari	On The Beach
Key Texts Linked to Project	We're Going on a Bear Hunt Mr Grumpy's Outing In Every House, On Every Street	What Do Machines Do All Day? Car, Car, Truck, Jeep No bot, the Robot with no Bottom You can't take an Elephant on the Bus Chicken Clicking	How To Grow A Dinosaur Lost in the Toy Museum ZOG When I was a child	The Bad Seed The Extraordinary Gardener The Ugly Duckling Rosie's Walk Oliver's Fruit Salad	Hello, hello Hungry Lion The Great Pet Sale Silly Suzy Goose Doing the Animal Bop	One is a snail, ten is a crab Rainbow Fish The Night Pirates Hooray for Fish!
Seasonal Events	Transition into full time education Baseline assessments Harvest	Bonfire night Remembrance Day Diwali Halloween Christmas	Chinese New Year Valentines Day	Shrove Tuesday Spring walk Eid (31 st March) World book day Mother's day Easter	May day Cultural Diversity Day	Father's day Transition days Sports Day
Parental Engagement Opportunities	Meet the Teacher Parent consultations Phonic Parent Workshop	Nativity Maths Workshop (EEF)	Parent Consultations	Parents afternoon Phonics/Reading Workshop (EEF)	Watch your child take part in Phonics Maths Parent Workshop	Sports Day New Parent Consultations
Memorable Experiences (Events, trips, visits, visitors)	Harvest Festival School walk Keep Stoke Smiling Meet the Teacher – Parents Workshop	Diwali workshop Autumn walk – Forest School Morning Christmas party with a special visit from Santa Posting Letters to Santa Cinema Trip	Winter Walk Chinese New Year Celebrations Teddy Bear Hospital with Keele University	Spring Walk Planting a seed/bean Mothers Day National Adventure Farm Trip	Summer Walk Start of Ramadan Eid Minibeast hunt	Fathers' Day Sports Day Transition Day World Environment Day Beach WOW Day

Burnwood Community School Reception Curriculum Map 2024-25



Key Vocabulary linked to Main Project	Senses, smell, emotions, anger, happiness, sadness, fear, map, street, town, village, community, map, Earth, United Kingdom, journey, holiday.	Machine, communicate, technology, battery, electricity, sound, vibration, vehicle, wheel, axle, transport, robot, instructions, magnet, magnetic, metal	Memory, remember, baby, toddler, adult, grow, history, grandparent, grandma, grandad, granny, grandpa, nana, family, sister, brother, aunt, uncle, cousin, history, heritage, history, past, historian	Seed, soil, root, leaves, stalk, grow, water, sunlight, healthy, unhealthy, diet, vitamin, vegetable, fruit, hydrate, sugar, fat, exercise, heart, baby, calf, kid, chick, lamb, piglet, cygnet, puppy, kitten, produce	Reptile, mammal, bird, eggs, scaly, mammal, bird, fur, feathers, beak, claws, teeth, carnivore, meat, herbivore, plants, omnivore, brave, resilient, Africa, Australia, lion, koala, endangered, extinct, conservation, camouflage, wildlife, rainforest, desert, polar, pattern, spot, stripe	Seashore, crab, hermit crab, shell, anemone, starfish, rock pool, seaweed, gull, cliff, limpet, barnacle, seal, herbivore, carnivore, omnivore, marine, sea, ocean, shark, whale, dolphin, squid, octopus, jellyfish, fish, scales, gills, tail, fin, sailor, pirate, map, treasure, boat, ship, galleon, compass, north, south, east, west, captain, crew, deck, rigging, crows nest, Jolly Roger, island, anchor, sail, oar, rudder, coastguard, life jacket, lifeboat, waterproof
Key Fiction Texts Linked to Drawing Club	Starting school The Feelings Monster The Colour Monster Goes to School	Little Red Riding Hood Snail in Space We Catch the Bus Meg and Mog The Elf Chase	The Gingerbread Man How to Spot A Dinosaur Nabil Steals a Penguin Old MacDonald Heard a Parp From The Past Wacky Races	Jack and the Beanstalk The Little Red Hen The Odd Egg Can you find my Eid Presents? The Poddington Peas	The Ugly Duckling Superworm The Very Lazy Ladybird Tidy Mr Benn – Zookeeper	The Runaway Pancake The Fish Who Could Wish The Giant Jam Sandwich Sharing a Shell
Key Vocabulary linked to Literacy	Playground, School, Hall, Dining Room, Friends, Teachers, Happy, Sad, Angry, Tired, Surprised, Worried, Red, Yellow, Blue, Green, Black, Orange, White	Ears, Eyes, Teeth, Mouth, See, Hear, Tongue, Taste, Nose, Smell, Slow, Rush, Zigzag, Strong, Hear, Mind, He, She, Letter, Wild, Race, Sweeping, Go, Chase, Tow, Fly, Mixture, Shift, Sprinkling, Plod, Climb, Explosive,	Leap, Fast, Slow, Block, Smart, Soggy, Unkind, Disappointed, A lot, Huge, Binoculars, Creep, Hungry, We, Winked, Waddled, Exciting, Sweated, Hide, Peckish, Gasped, Delighted, Past, Present, Future, Heard, Accelerate, Braking, Stop, Steering, Forwards Backwards, Left, Right	Climbing, Booming, Descending, Glittering, Ginormous, Shocking, Slinking, Chopping, Baking, Cat, Windmill, Rising, Dog, Duck, Stuffing, Friendly,	Friend, Mother, Baby, Awkward, Taunt, Exhausted, Together, Speedy, Strong, Brave, Cross, Wriggle, Tough, Mold, Sleep, Large, Small, Like, Bounce, Fly, Hop, Jump, Clean, Snip, Hungry,	Swam, Fly, Delight, Handsome, Wish, Everybody, Fish, Boiling, Discussion, Ginormous, Kneading, Expand, Escape, Jaw, Tentacles, Stinging, Home, Go Away, Peace, Shy

Burnwood Community School Reception Curriculum Map 2024-25



		Troublesome, All, Tip-toe, Fun, Snore, Bears, Penguins, Robins Gift		Gift, Celebrate, Hatch, Delighted, Demolish, Break, Beautiful, Thought, Funny, Snap, Sign Speedy, Win, Behind, Plan, Weepy, Explosion	Under, Over, Brush, Big, Small, Capture, Tearful, Protect, Release, Shelter, Free	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED - Self-regulation - Managing self - Building relationships	Begins to develop confidence and cooperation. Begins to develop confidence with children and sustained interest in play. Manages coat and toilet with help, and cutlery. Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well.	Increasing ability to share, recognises emotions of self and shows good manners. Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently. Initiates play, recognises some emotions better and follows instructions.	Beginning to find ways to resolve conflicts. Cooperates increasingly with routines. Develops confidence in new situations. Understands classroom expectations. Can identify when they require support or help. Can start to play in a group more effectively.	Starts to consider the feelings of others. Begins to develop a positive self-image. Increased understanding of behaviour expectations and why the expectations exist. Increasingly able to share, take turns and respond positively to other children.	Begins to understand how others might be feeling, to show empathy. Increased confidence and resilience and this can include supporting peers. Starts to understand the needs of other children and their own feelings.	Early Learning Goal
Communication and Language: - Listening, Attention and Understanding - Speaking	Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory). Begins to show physical attributes of a good speaker, e.g. face the person they are communicating with etc.	Demonstrates good listening through increased interaction. Starts to interact with more confidence.	Shows an understanding of a broader vocabulary. Starts to use more appropriateness structure and vocabulary.	Initiates interactions and shows an understanding of more-complex questions. Uses more complex vocabulary.	Begins to express own opinions and justify them. Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes.	Early Learning Goal
Physical Development: Gross Motor Skills - Flexibility - Hand-eye coordination - Balance - Strength	Shows an increasing awareness of what their own body can do. Engages with physical play.	Becomes increasingly aware of the space around them and what they can do in the space.	Refines the way they move in the space around them.	More confident and proficient in their movements and in using objects and equipment.		Early Learning Goal

Burnwood Community School Reception Curriculum Map 2024-25



Physical Development: Fine Motor Skills - Control - Dexterity - Flexibility	Begins to make marks and shapes using simple equipment.	Uses a wider range of equipment to make more-refined shapes and marks, models and construction.	Adds more detail to shapes and objects created as control increases.	Shows increased control to use a range of tools to create more-complex shapes, objects and writing.	Early Learning Goal	
Phonics <i>Little Wandle</i>	s/a/t/p/i/n/m/d/g/o/c/k/ck/ e/u/r/h/b/f/l Tricky words: is, I, the	Ff/l/ss/j/v/w/x/y/z/zz/qu /ch/sh/th/ng/nk Tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he of, we, me, be	ai/ee/igh/oo/ar/or/ur/ow/ oi/ear/air/er Tricky words: was, you, they, my, by, all, are, sure, pure.	Revise phase 3 Longer words Words ending in -ing Compound words Words ending in -s Words ending in -es	Root words ending in: -ing, -ed, -est Tricky words: said, so, have like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Early Learning Goal
Literacy: - Word Reading	Beginning to link graphemes and phonemes.	Links phonemes to every letter of the alphabet and beginning to blend them in words. Count or clap syllables in a word. Recognise words with the same initial sound. Begin to use sound buttons to identify how many sounds are in a word. Begin to read individual letters by saying the sounds for them. Blend CVC words verbally.	Develop their phonological awareness to: Complete a rhyming string. Use sound buttons to segment and read words. Recognise all taught set 1 – set 5 sounds including some digraphs. Blend and read CVC words. Read phase 2 tricky words.	Beginning to apply knowledge of long vowels in their reading of sentences.	Reads HFW from Phase 3 letters and sounds. Develop their phonological awareness to: Recognise and use rhyme in daily conversation. Can identify word containing the same digraph or trigraph e.g. ay- may, day, play. Read sentences consistent with their phonic knowledge. Read with fluency – minimal segmenting and blending. Beginning to sight read HFW.	Early Learning Goal
Literacy: - Handwriting - Composition - Comprehension - Writing	Shows an interest in reading often choosing a book to look at themselves or with friends. Children have the confidence to mark make	Listens to a story and can give simple details about the story. Starts to use some of the events in their own play. Children mark make	Can answer questions about the content of a book and shows an interest in reading by themselves. Sentence structure starts	Shows a preference for a book, story type, genre, author. Chooses to read to friends. Likes to join in with reading in	Can answer more-complex questions about books and stories. Writes recognisable	Early Learning Goal

Burnwood Community School Reception Curriculum Map 2024-25



	using their physical skills to increase control over tools and equipment. They mark make as part of their play.	consistently as part of their play and can talk about the meaning of their marks.	to be evident. Some phonic awareness is evident. Children are good at oral rehearsal.	class. Composes a sentence well with some sentence structure more-consistently used. Phonic awareness is more evident. Physical control is evident.	letters and words and reads back what has been written.	
Maths: Mastering Number - Number - Numerical Pattern	Subitising within 3 Focusing on counting skills Explore how all numbers are made of 1's Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets – 'just by looking' Use the language of comparison: more than and fewer than	Focus on counting skills Focus on the 'fiveness of 5' using one hand and the die pattern for 5 Comparison of sets – by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to. Make unequal sets 2 equal.	Focus on the 'staircase' pattern and ordering numbers. Focus on ordering of numbers to 8 Use language of less than Focus on 7 Double – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes – odd and even numbers	Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – 5 and a bit Composition – of 10 Comparison – linked to ordinality Play track games	Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World: • Family and Community • Past and Present • Religious and cultural communities • The Natural World	Can talk about their own family and the people around them describing features about them. Knows features of their own environment. Notices features of the immediate environment.	Starts to talk about the passage of time and understands significant events in their own timeline.	Starts to understand events outside their own timeline. Understands 'different'. Knows there are locations beyond their own and that these are represented in different ways.	Talks about events of personal significance. Starts to understand 'similarity'. Knows that there are different and significant celebrations.	Identifies some features of personal significance and some features that others find significant. Starts to talk about the passage of time in relation to	Early Learning Goal

Burnwood Community School Reception Curriculum Map 2024-25



		Knows some features of a different environment and what makes it different. Starts to talk about changes like the weather.	Starts to show curiosity and wonder when involved in investigations.	Shows some understanding of difference.	changes. Sequences events using time-specific vocabulary.	
Expressive Arts and Design -Being Imaginative and Expressive - Creating with Materials	Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts. Begins to understand colour, shape and space. Knows how to put things together in a basic way.		Devises their own role play with greater sophistication. Music becomes more melodic and meaningful. They can talk about music, what is sounds like and what it makes them think of. Pupils are clearly representational and outcomes have a more easily identifiable purpose		Early Learning Goal	
Role Play Areas	Sweet Shop and Home Corner	Rocket Command Centre with a Garage	Jurassic Park	Farm and Garden Centre	Minibeast Research Centre with a pet shop	Ice Cream Parlour and Café
Person of interest	Bear Grylls	Alexander Grahame Bell (Science)	Neil Armstrong (History)	Florence Nightingale (Science)	David Attenborough (Science)	Christopher Columbus (Geography & History)
Artist of interest	Pablo Picasso	Nam June Paik	Jackson Pollock	Claude Monet	Marcia Baldwin	Vincent Van Gogh