



Silver Tree Reception Curriculum map 2019/2020



	Autumn		Spring		Summer	
Topic	Traditional Tales	Who wakes in the night?	Poles Apart	Rumble in the Jungle/Easter	Growth & Living	Home and Away
Personal, Social and Emotional	<p>Initiates conversations, attends to and takes account of what others say. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. Confident to talk to other children when playing, and will communicate freely about own home and community.</p>	<p>Initiates conversations, attends to and takes account of what others say. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine. Shows confidence in asking adults for help.</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p>	<p>Takes steps to resolve conflicts with other children, e.g. finding a compromise. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. Confident to speak in a familiar group, will talk about their ideas</p>	<p>Play co-operatively, taking turns with others Take account of one another's ideas about how to organise their activity 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 Confident to try new activities, and</p>	<p>Show sensitivity to others' needs and feelings Form positive relationships with adults and other children Work as part of a group or class, and understand and follow the rules Adjust their behaviour to different situations, and take changes of routine in their stride Choose the resources they need for their chosen activities Say when they do or don't need help</p>
Communication & Language	<p>Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Responds to instructions involving a two-part sequence. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Two-channelled attention – can listen and do for short span. Responds to instructions involving a two-part sequence. Able to follow a story without pictures or props. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify</p>	<p>Listen attentively in a range of situations Listen to stories, accurately anticipating key events Follow instructions involving several ideas or actions Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in Express themselves effectively, showing awareness of listeners' needs</p>	<p>Respond to what they hear with relevant comments, questions or actions Give their attention to what others say and respond appropriately, while engaged in another activity Answer 'how' and 'why' questions about their experiences Answer 'how' and 'why' questions in response to stories or events</p>	<p>Give their attention to what others say and respond appropriately, while engaged in another activity Answer 'how' and 'why' questions about their experiences Answer 'how' and 'why' questions in response to stories or events Develop their own narratives and explanations by connecting ideas or events</p>



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	Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'	Uses language to imagine and recreate roles and experiences in play situations.	thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.	Develop their own narratives and explanations by connecting ideas or events	Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	
Literacy- reading and writing	Letter formation Continues a rhyming string. Hears and says the initial sound in words. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet.	Letter formation Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Hears and says the initial sound in words. Enjoys an increasing range of books. Hears and says the initial sound in words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Can segment the sounds in simple words and blend them together.	Letter formation Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Can segment the sounds in simple words and blend them together.	Letter formation Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Use their phonic knowledge to write words in ways which match their spoken sounds Write some irregular common words	Letter formation Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Use their phonic knowledge to write words in ways which match their spoken sounds Write some irregular common words	Letter formation Write simple sentences which can be read by themselves and others In writing some words are spelt correctly and others are phonetically plausible. Read some common irregular words Demonstrate understanding when talking with others about what they have read



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Physical Development	Ongoing: Washing and drying hands, using the toilet, helping getting dressed e.g. changing for PE. Gross and fine motor skills. Letter/number formation					
	<p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Usually dry and clean during the day.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p>	<p>Handle equipment and tools effectively, including pencils for writing</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Practices some appropriate safety measures without direct supervision.</p>	<p>Show good control and co-ordination in large movements</p> <p>Show good control and co-ordination in small movements</p> <p>Move confidently in a range of ways, safely negotiating space</p> <p>Know the importance for good health of physical exercise, and a healthy diet</p> <p>Talk about ways to keep healthy and safe</p>	<p>Move confidently in a range of ways, safely negotiating space</p> <p>Handle equipment and tools effectively, including pencils for writing</p> <p>Talk about ways to keep hygiene and safe</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>
Mathematics	<p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p>	<p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Counts an irregular arrangement of up to ten objects.</p>	<p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat'</p>	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Says the number that is one more than a given number.</p>	<p>Count reliably with numbers from one to 20</p> <p>Place numbers 1-20 in order</p> <p>Say which number is one more or one less than a given number to 20</p> <p>Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare</p>	<p>Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer</p> <p>Solve problems, including doubling, halving and sharing</p> <p>Recognise, create and describe patterns</p>



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	<p>Can describe their relative position such as 'behind' or 'next to'.</p>	<p>Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Records, using marks that they can interpret and explain</p>	<p>2D shapes, and mathematical terms to describe shapes Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects Orders two items by weight or capacity. Begins to identify own mathematical problems based on own interests and fascinations.</p>	<p>Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p>quantities and objects and to solve problems. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways. Uses everyday language related to time.</p>	<p>Explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>
<p>Knowledge and understanding of the World</p>	<p>Autumn Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Knows that information can be retrieved from computers.</p>	<p>Autumn/Winter Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Talks about why things happen and how things work. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Winter Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>	<p>Spring Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change. Recognise that a range of technology is used in places such as homes and schools</p>	<p>Summer Talk about past and present events in their own lives and in the lives of family members Know that other children don't always enjoy the same things and are sensitive to this Know about similarities and differences in relation to places, objects, materials and living things Select and use technology for particular purposes</p>	<p>Summer Know about similarities and differences between themselves and others Know about similarities and differences among families, communities and traditions Talk about the features of their own immediate environment and how environments might vary from one another Make observations of animals and plants and explain why some things occur, and talk about changes</p>



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Expressive arts & design	<p>Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Create simple representations of events, people and objects.</p>	<p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Create simple representations of events, people and objects.</p>	<p>Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Sing songs, make music and dance, and experiment with ways of changing them Explores what happens when they mix colours. Experiments to create different textures. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Safely use and explore a variety of materials, tools and techniques Experiment with colour, design, texture, form and function Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>
Religious Education	<p>Harvest as a special time -The creation story -Christian Harvest</p> <p>Diwali as a special time for Hindus</p> <p>Christmas as a special time -The Christmas story -Ways Christians celebrate</p>	<p>Special books -The bible</p> <p>Special people -Jesus</p> <p>Special times -Easter story -How Christians celebrate in church</p>	<p>Belonging</p> <ul style="list-style-type: none"> - Christian baptism - Raksha Bandhan - Christian Wedding - Jewish Wedding 			