

Elm (Reception) Long Term Curriculum Map 24/25

	Autumn Term	Spring Term	Summer Term
AOL			
Communication and Language	<p>Listen to short stories in a range of situations</p> <p>Use social phrases appropriately</p> <p>Sing 10 songs and rhymes, paying close attention to accuracy and pronunciation</p> <p>Begin to use connectives and more detail when talking with peers and adults, with support as needed</p> <p>Ask relevant questions</p> <p>Understand how to listen carefully, and be able to verbalise why this is important</p> <p>Speak clearly and with confidence 1;1 and in small groups</p>	<p>Ask questions to check their comprehension and understanding</p> <p>Describe events in more detail independently</p> <p>Use a range of connectives to expand sentences</p> <p>Listen to stories carefully and talk about them to build understanding</p> <p>Retell familiar stories using some exact repetition and some familiar vocabulary</p> <p>Use a selection of new vocabulary in a selection of contexts</p> <p>Begin to speak clearly and with confidence in whole class situations</p>	<p>Ask a range of questions to clarify their understanding</p> <p>Use well-formed sentences to articulate thoughts, ideas and feelings</p> <p>Develop a deep familiarity with new vocabulary and use this in a range of contexts</p> <p>Demonstrate clear understanding of new knowledge and be able to articulate this to others</p> <p>Use talk to work out problems and find solutions, as well as explain how things work or why they might happen</p> <p>Speak clearly and confidently in a range of situations</p>
PSED	<p>Settling in, making relationships with adults and children</p> <p>Manage their own needs - demonstrate independence in being responsible for their own belongings</p> <p>See themselves as a valuable individual and member of the Dovecot school community</p> <p>Begin to know and talk about different things that support their overall health and wellbeing</p>	<p>Think about other perspectives</p> <p>Express their own feelings and show considerations of others feelings</p> <p>Talk in greater detail about different things that support their overall health and wellbeing - tooth brushing and oral health, screen time, healthy balanced diet, the importance of movement and exercise</p> <p>Know where to get help and information, or find solutions outside</p>	<p>Identify and moderate their own feelings socially and emotionally (emotional literacy)</p> <p>Recognise what behaviours are appropriate in different contexts in school and demonstrate these</p>

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	Independently complete simple jobs in class	of adults - referring to the visual timetable, using a timer to take turns at an activity	
Physical Development	<p>Confidently independent with self-care including using the toilet and dressing</p> <p>Independently put away belongings and give necessary things to adults - e.g. bed time story book - independently</p> <p>Use core muscle strength to achieve good posture when sitting - particularly to write</p> <p>Develop overall body strength, balance, coordination and agility</p> <p>Scissor safety - know how to move around with, hold and use scissors safely independently</p> <p>Can join in with dough disco, copying the moves demonstrated by an adult</p> <p>Hold and use pencil confidently in tripod grip</p> <p>Begin to form taught graphemes correctly</p>	<p>Further develop a range of ball skills</p> <p>Progress to a more fluent style of moving - demonstrating developing grace and control</p> <p>Further develop fine motor skills to be able to competently use a range of tools confidently and safely - e.g. cutlery at dinner, pencils, paintbrushes, scissors</p> <p>Form the majority of taught graphemes correctly</p>	<p>Develop the foundations of a handwriting style that is fast, accurate and efficient - using correct formation for almost all or all letters</p> <p>Confidently and accurately throw, catch, and kick a ball</p> <p>Combine a range of movements fluidly and with ease</p> <p>Use a range of large and small apparatus across the provision confidently and safely - independently and as part of a group</p> <p style="text-align: center;">Handwriting</p>

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<p>Literacy</p>	<p>Listen and follow an oral story Know and retell a range of key stories Make up own stories and represent it by drawing and writing Know 5 rhymes by heart Write letters from their name or whole name Understand that words can be broken down Understand that words can begin with the same sound and this is called alliteration Read individual letters by saying the sound for them Recognise some letters in different contexts Orally blend</p>	<p>Read some letter groups that each represent one sound and say sounds for them (special friends RWI) Read a few common exception words matched to the school phonics programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Reread what they have written and check it makes sense. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
<p>Literacy texts (Ready Steady Write)</p>	<p>A - <i>The Something</i> - Rebecca Cobb B - <i>The Star in the Jar</i> - Sam Hay</p>	<p>C - <i>Juniper Jupiter</i> - Lizzy Stewart D - <i>Little Red</i> - Bethan Woollvin</p>	<p>E - <i>The Extraordinary Gardener</i> - Sam Boughton F - <i>The Storm Whale</i> - Benji Davies</p>
<p>Phonics (RWI)</p>	<p>Recognise and name 16 single letter set 1 sounds (October half term) Read all 25 Set 1 single letter sounds Blend sounds into words orally Ditties (December)</p>	<p>Read all 31 Set 1 single letter sounds (Set 1 Special Friends) Blend sounds to read words - green words Read Red Storybooks</p>	<p>Read 35 sounds (4 double consonants) Read Green Storybooks Summer 2 Read 41 sounds (first 6 Set 2 sounds) Read Green Storybooks</p>

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<p align="center">Maths</p>	<p>Match, sort and compare objects Count objects Count beyond ten Explore the composition of numbers 0-5 Begin to explore measure Continue, copy and create repeating patterns Consolidate numbers 1-5 with subitising Explore 2D shapes Compose and decompose 2D and 3D shapes</p>	<p>Explore the composition of numbers 6-10 Understand the one more one less relationship between consecutive numbers 6-10 Explore and compare size - length and height Explore time Explore and compare mass and capacity Explore 3D shapes Begin to verbally count beyond 20</p>	<p>Compose and decompose 2D and 3D shapes Link the number symbol (numeral) with its cardinal number value to 10 and beyond Understand the one more one less relationship between consecutive numbers Automatically recall some number bonds for numbers to ten Understand the relationships between numbers including through addition, subtraction and sharing Explore positional language and mapping Explore odds and evens</p>
<p align="center">Maths Topics (White Rose Maths)</p>	<p>Match, sort and compare Talk about measure and patterns It's me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides</p>	<p>Alive in 5 Mass and capacity Growing 6, 7, 8 Length, height and time Building 9 and 10 Explore 3D shapes</p>	<p>To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections</p>

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<p>Understanding the World</p>	<p>Articulate and use senses when experiencing seasonal change e.g. leaves falling</p> <p>Name and describe people who are familiar to them</p> <p>Talk about members of their immediate family and community</p> <p>Understand that some places are special to members of their community</p>	<p>Articulate and use senses when experiencing seasonal change e.g. ice</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>^ These may be looked at in Summer depending on CLI/topics etc.</p>	<p>Articulate and use senses when experiencing seasonal change e.g. blossom and plants growing</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Draw information from a simple map.</p> <p>^ These may be looked at in Spring dependent on CLI/topics etc</p>
<p>Expressive arts and design</p>	<p>Draws a simple representation of a person/animal/place using closed shapes</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play</p>	<p>Draw an increasingly complex representation of a person/animal or place - adding further detail such as hair/fingers/windows etc.</p> <p>Return to and build on that previous learning, refining ideas and developing their ability to represent them</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>Draw detailed representations of people/animals/places etc. looking in depth at what makes it unique (i.e. drawing a picture of family and making adults taller, hair different lengths, correct/close colours for eyes and skin etc.)</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p>