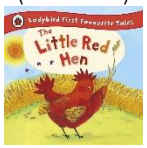
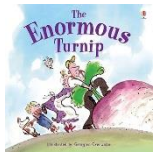
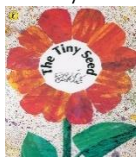
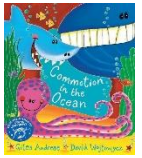
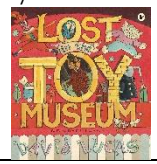
Butterfly Class
Reception Curriculum Map

In the Reception, planning will be adjusted according to the interests and needs of the children.
Throughout all learning, we will ensure activities and interactions support the
Characteristics of Learning:
Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to 'have a go'
Active learning – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do
Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things

Butterfly Class Reception Map A (2025/2026, 2027-2028 2029, 2030)	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	 **Marvellous me!**	**Festivals and**  **celebrations**	**Superheroes (people who help us)** 	**Once upon a time….** 	**Amazing animals** 	**Around the world** 
Possible Themes/Interests/Lines of Enquiry	Harvest Family Myself Healthy Eating Looking after our bodies/teeth	Autumn Bonfire Night Diwali Remembrance Day Christmas (around the world)	Keeping ourselves safe Emergency services Nurses, doctors and dentists Vets - animals/pets	Pancake day World Book Day Our favourite books and toys Easter	Habitats Lifecycles – animals (frogs, butterflies) Dinosaurs	Weather around the world North and south/ hot and cold countries Explorers
Books to Supplement Learning (Not limited to) This forms a starting point. Teachers will also select from class books and follow children's interests as well as access information books, poems and songs throughout.	The Little Red Hen The Colour Monster The Proudest Blue What We'll Build What I like about me Only one you Five minutes Peace You Choose	Owl Babies Rosie's Walk The Way Back Home Whatever Next The Last Tree Percy the Park Keeper The Jolly Postman	Supertato Elliott Midnight Superhero Daisy the superhero Superworm Non- fiction books	The Three Little Pigs The Three Billy's goat gruff The Gingerbread Man Mr Wolf's pancakes The runaway Chapati The Gruffalo	The Emperors Egg The Very Hungry Caterpillar / The Woolly Bear Caterpillar Aghh Spider! Diary of a wombat Giganotosaurus Tyrannosaurus Drip	Welcome to our World Not like the others Marmalade- the orange panda Journey to Jo'burg Dim Sum for everyone Non-fiction books about different countries around the world
Cultural capital and enrichment	School tour Harvest festival Buddies School library visit Walk around village	Talent Show Nativity Visit to St Lawrence Church Remembrance Day Diwali celebration	Visit from a doctor/nurse Fire Engine visit Police Car visit 999 talk from Air Ambulance	Pancake day World book day Mother's day Easter Topic Day	Trip to the zoo Posting letters Caterpillars/Butterflies Pond visit	Sports day Outdoor Learning

PRIME AREAS						
Communication and Language Listening, attention and understanding Speaking **Key vocabulary: Explain, describe, question, Answer; who, what, where, how? Because Past, future**	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary	Describe events in some detail Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Use new vocabulary in different contexts	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
ELGs: **Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.** **Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.**						

Personal, Social and Emotional Development (Reception)	*Jigsaw - Me in My World* • Self-identity • Understanding feelings • Rights and responsibilities	*Jigsaw: Celebrating Difference* • Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself	*Jigsaw: Dreams and Goals* • Challenges • Perseverance • Goal-setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals	*Jigsaw: Healthy Me* • Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean Keeping safe	*Jigsaw: Relationships* • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend	*Jigsaw: Changing Me* • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations
ELGs: ***Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.*** ***Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.*** ***Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.***						
Physical Development (Reception) **Fine Motor** **Gross Motor**	Develop balance, coordination and control through running, jumping, climbing and movement. Develop increasing independence in fine-motor tasks.	Refine fundamental movement skills and develop control when moving in different ways. Use tools and equipment with increasing confidence.	Develop strength, balance and coordination through physical challenges. Use fine-motor skills with increasing precision. .	Combine movements with increasing control and confidence. Develop coordination through outdoor and practical experiences.	Apply number, measure, shape and positional language in increasingly complex practical contexts.	Refine movement skills and develop confidence in team games and physical challenges.
ELGs: **Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.** **Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paintbrushes and cutlery; - Begin to show accuracy and care when drawing.**						

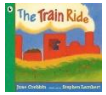
SPECIFIC AREAS							
Literacy **English**	**Author of the term**	Simriti Halls		Julia Donaldson		Sue Hendra and Eric Carle	
	Oracy/Writing units	Little Red Hen (T4W text) 	The Enormous Turnip 	Lost and Found by Oliver Jeffers 	The Tiny Seed (book) 	Commotion in the Ocean by Giles Andreae 	Lost in the Toy Museum by David Lucas 
Literacy **Comprehension** **Word Reading** **Writing**		**Comprehension** Children can begin to listen to a short story and join in with repeated phrases. **Word Reading** Children can begin to recognise individual taught sounds. Children can begin to look at a book, hold it the correct way and turn pages. **Writing** Children can being to give meanings to the marks they make.	**Comprehension** Children can begin to listen to a longer story and express their thoughts. **Word Reading** Children can begin to segment and blend sounds together to read words. Children can start to identify different parts of a book (Title, front cover, page numbers) **Writing** Children can begin to identify and write initial sounds in words.	**Comprehension** Children can listen to a story and remember a few key details, such as characters' names. **Word Reading** Children can begin to read captions and sentences. **Writing** Children can begin write words representing the sounds with a letter/letters. Children can write their own name	**Comprehension** Children can retell a familiar story with some exact repetition of language but also use some of their own words. **Word Reading** Children can begin to read words containing digraphs and some common exception words. **Writing** Children can begin to write words which are phonetically plausible using recognisable letters and sounds.	**Comprehension** Children can listen to a story and remember much of the plot. Children can begin to anticipate key events in stories. (E.g. introduce Penny the predictor) **Word Reading** Children can being to read longer sentences containing set b/c sounds and common exception words. **Writing** Children can begin write simple phrases using finger spaces.	**Comprehension** Children can begin to join in discussions about a text – following question prompts. **Word Reading** Children can read books matched to their phonics ability. **Writing** Children can begin to write simple sentences that can be read by others.
Phonics -Essential Letters and Sounds		Phase1/2	Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 4/5
ELGs: Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.** **Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.**							

Mathematics **Reception is taught using Mastering Number.**	**Number** Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5. **Numerical Patterns** Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.		**Number** Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals. **Numerical Patterns** Count verbally beyond 10. Understand the 'one more/one less than' relationship between consecutive numbers to 10 Positional language: describe a familiar route, using words such as 'in front of' and 'behind'. Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes.		**Number** Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **Numerical Patterns** Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
ELGs: Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.**						
Understanding the World- RECEPTION Past and Present People, Culture and Communities Natural World	Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society. Know similarities and differences between past and now.	Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. Understand the	Understand that some places are special to members of their community. Describe immediate environments Similarities and difference between different religious and cultural communities.	Understand the past through settings, characters and events encountered in books read in class and storytelling. Understand the important processes and changes in the natural world around them, including	Recognise some environments that are different to the one in which they live. Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Explore the natural world around them Explain similarities and differences between life in this country and life in other countries. Similarities and differences between the natural world around them and contrasting environments Understand the

		important processes and changes in the natural world around them, including seasons	Compare and contrast characters from stories, including figures from the past.	changes in states of matter.		important processes and changes in the natural world around them, including seasons and contrasting environments
ELGs: **Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.** **People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.** **The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**						
Expressive Arts and Design (RECEPTION) **(Fine Motor, Art, D.T)**	Develop storylines in their pretend play. Explore different materials freely, such as dried leaves, transient art. Autumn materials.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Express themselves through song and continuous provision resources.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Watch dance and performance art, expressing their responses.	Listen attentively, move to and talk about music, expressing their feelings and responses.
ELG: **Creating with Materials:** **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.** **Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.**						

Butterfly Class Reception MAP B (2022- 2023, 2024-2025, 2026-2027)						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	All about me! 	**Autumn Days** 	**Our Wonderful World** 	**Journeys** 	**In the garden** 	**Into the deep blue** 
Possible Themes/Interests/Lines of Enquiry	Harvest Family Myself Healthy Eating Looking after our bodies/teeth	Autumn Bonfire Night Diwali Remembrance Day Christmas (around the world)	Countries we come from, places we have visited Chinese New Year Weather Environment	World Book Day Vehicles Space Easter	Plants and growing Minibeasts Habitats	Sea and oceans By the sea Animals that live in water
Books to Supplement Learning (Not limited to) This forms a starting point. Teachers will also select from class books and follow children's interests as well as access information books, poems and songs throughout.	The Little Red Hen The Colour Monster The Proudest Blue What We'll Build What I like about me Only one you Five minutes Peace You Choose	Owl Babies Rosie's Walk The Way Back Home Whatever Next The Last Tree Percy the Park Keeper The Jolly Postman	Here We Are My Friend Earth Handa's Surprise Lila and the secret of rain One day on our blue planet – rainforest Emma Jane's aeroplane The proudest Blue	The Man on the Moon Astro girl Naughty Bus Mr Gumpy's motor car The runaway train	The tiny seed Jack and the beanstalk Jasper's beanstalk Oliver's vegetables The extraordinary Gardener The gigantic turnip Non-fiction books on mini beasts	Flotsam Sharing a shell The Lighthouse Keeper's lunch At the beach Rainbow Fish Little turtle and the sea Ocean Commotion
Cultural capital and enrichment	School tour Harvest festival Buddies School library visit Walk around village	Talent Show Nativity Visit to St Lawrence Church Remembrance Day Diwali celebration	Visit from a doctor/nurse Fire Engine visit Police Car visit 999 talk from Air Ambulance	Pancake day World book day Mothers day Easter Topic Day	Trip to the zoo Posting letters Caterpillars/Butterflies Pond visit	Sports day Outdoor Learning
PRIME AREAS						
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.

			Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use new vocabulary in different contexts	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
	Learn new vocabulary, listen carefully to rhymes and songs, paying attention to how they sound, use new vocabulary in different contexts , use new vocabulary through the day, learn rhymes, poems, and songs					
ELGs: **Listening, Attention and Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.** **Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.**						
Personal, Social and Emotional Development (Reception)	*Jigsaw - Me in My World* • Self-identity • Understanding feelings • Rights and responsibilities	*Jigsaw: Celebrating Difference* • Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself	*Jigsaw: Dreams and Goals* • Challenges • Perseverance • Goal-setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals	*Jigsaw: Healthy Me* • Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean Keeping safe	*Jigsaw: Relationships* • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend	*Jigsaw: Changing Me* • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations
ELGs: ***Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.***						

Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ***Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.***						
Physical Development (Reception) **Fine Motor** **Gross Motor**	Develop balance, coordination and control through running, jumping, climbing and movement. Develop increasing independence in fine-motor tasks.	Refine fundamental movement skills and develop control when moving in different ways. Use tools and equipment with increasing confidence.	Develop strength, balance and coordination through physical challenges. Use fine-motor skills with increasing precision. .	Combine movements with increasing control and confidence. Develop coordination through outdoor and practical experiences.	Apply number, measure, shape and positional language in increasingly complex practical contexts.	Refine movement skills and develop confidence in team games and physical challenges.
ELGs: **Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.** **Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paintbrushes and cutlery; - Begin to show accuracy and care when drawing.**						
SPECIFIC AREAS						
Literacy English	**Author of the term**	Tom Percival		John Burningham		Chitra Soundar
	Oracy/Writing units	The Train Ride by June Crebbin 	The Magic Porridge Pot (T4W text) 	A Dark, Dark Tale by Ruth Brown 	The Mixed-Up Chameleon by Eric Carle 	The Gingerbread Man (T4W text 	The Great Paper Caper by Oliver Jeffers 
Literacy **English – Reading and Writing**		**Comprehension** Children can begin to listen to a short story and join in with repeated phrases. **Word Reading** Children can begin to	**Comprehension** Children can begin to listen to a longer story and express their thoughts. **Word Reading** Children can begin to segment and blend sounds together to read words. Children can start to	**Comprehension** Children can listen to a story and remember a few key details, such as characters' names. **Word Reading** Children can begin	**Comprehension** Children can retell a familiar story with some exact repetition of language but also use some of their own words.	**Comprehension** Children can listen to a story and remember much of the plot. Children can begin to anticipate key events in stories. (E.g. introduce	**Comprehension** Children can begin to join in discussions about a text – following question prompts. **Word Reading**

	recognise individual taught sounds. Children can begin to look at a book, hold it the correct way and turn pages. **Writing** Children can being to give meanings to the marks they make.	identify different parts of a book (Title, front cover, page numbers) **Writing** Children can begin to identify and write initial sounds in words.	to read captions and sentences. **Writing** Children can begin write words representing the sounds with a letter/letters. Children can write their own name	**Word Reading** Children can begin to read words containing digraphs and some common exception words. **Writing** Children can begin to write words which are phonetically plausible using recognisable letters and sounds.	Penny the predictor) **Word Reading** Children can being to read longer sentences containing set b/c sounds and common exception words. **Writing** Children can begin write simple phrases using finger spaces.	Children can read books matched to their phonics ability. **Writing** Children can begin to write simple sentences that can be read by others.
Phonics Essential Letters and Sounds	Phase1/2	Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 4/5
ELGs: **Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.** **Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.** **Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.**						
Mathematics **Reception is taught using Mastering Number.**	**Number** Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5. **Numerical Patterns** Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare	**Number** Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals. **Numerical Patterns** Count verbally beyond 10. Understand the 'one more/one less than' relationship between consecutive numbers to 10 Positional language: describe a familiar route, using words such as 'in front of' and 'behind'. Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Begin to identify evens	**Number** Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **Numerical Patterns** Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers			

	objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.		and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes.		up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
ELGs: Number: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.**						
Understanding the World- RECEPTION Past and Present People, Culture and Communities Natural World **(Geography, History, Science, R.E)**	Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society. Know similarities and differences between past and now.	Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. Understand the important processes and changes in the natural world around them, including seasons	Understand that some places are special to members of their community. Describe immediate environments Similarities and difference between different religious and cultural communities. Compare and contrast characters from stories, including figures from the past.	Understand the past through settings, characters and events encountered in books read in class and storytelling. Understand the important processes and changes in the natural world around them, including changes in states of matter.	Recognise some environments that are different to the one in which they live. Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Explore the natural world around them Explain similarities and differences between life in this country and life in other countries. Similarities and differences between the natural world around them and contrasting environments Understand the important processes and changes in the natural world around them, including seasons and contrasting environments

ELGs: **Past and Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.** **People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.** **The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**						
Expressive Arts and Design (RECEPTION) **Art/D.T/Music**	Develop storylines in their pretend play. Explore different materials freely, such as dried leaves, transient art. Autumn materials.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Express themselves through song and continuous provision resources.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch dance and performance art, expressing their responses.
ELG: **Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.** **Being Imaginative: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.**						