

Butterfly Class Reception Map A (2023/2024, 2025.2026)						
	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....	Around the world	Amazing animals
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	Weather around the world North and south/ hot and cold countries Explorers	Habitats Lifecycles – animals (frogs, butterflies) Dinosaurs
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	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	The Emperors Egg The Very Hungry Caterpillar / The Woolly Bear Caterpillar Aghh Spider! Diary of a wombat Giganotosaurus Tyrannosaurus Drip
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. 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
	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					
Personal, Social and Emotional Development	<i>Jigsaw - Me in My World</i> • Self-identity • Understanding feelings • Rights and responsibilities	<i>Jigsaw: Celebrating Difference</i> • Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself	<i>Jigsaw: Dreams and Goals</i> • Challenges • Perseverance • Goal-setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals	<i>Jigsaw: Healthy Me</i> • Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean Keeping safe	<i>Jigsaw: Relationships</i> • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend	<i>Jigsaw: Changing Me</i> • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations

Physical Development	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, tweezers, chopsticks, tools, knives, forks, and spoon.</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>					
Literacy	<p>Name writing- correct letter and case Pencil grip Writing initial sounds 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</p>	<p>All of term 1 as well as</p> <p>Read words consistent with their phonic knowledge by sound blending. Write recognisable letters, most of which are correctly formed.</p>	<p>All of term 2 as well as</p> <p>Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge</p>	<p>All of term 3 as well as</p> <p>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. Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>All of term 4 as well as</p> <p>Write simple phrases and sentences that can be read by others. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>All of term 5 as well as</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>
Phonics Essential Letters and Sounds	Phase1/2	Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 3/4
Mathematics	White Rose Getting to Know You & Just Like Me.	White Rose It's Me 1,2,3 & Light and Dark	White Rose Alive in 5! & Growing 6,7,8	White Rose Building 9 & 10, Spring Consolidation.	White Rose To 20 and Beyond & consolidation of number bonds	White Rose What's My Pattern & On the Move
Understanding the World	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>
Expressive Arts and Design	<p>Develop storylines in their pretend play. Explore different materials freely, such as dried leaves, transient art. Autumn materials.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Express themselves through song and continuous provision resources</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</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>	<p>Watch dance and performance art, expressing their responses.</p>

Butterfly Class Reception MAP B (2022- 2023, 2024-2025)						
	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
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. 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
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Literacy	<p>Name writing- correct letter and case Pencil grip Writing initial sounds 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</p>	<p>All of term 1 as well as Read words consistent with their phonic knowledge by sound blending. Write recognisable letters, most of which are correctly formed.</p>	<p>All of term 2 as well as Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge</p>	<p>All of term 3 as well as 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. Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>All of term 4 as well as Write simple phrases and sentences that can be read by others. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>All of term 5 as well as Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>
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Understanding the World	<p>Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society. Name and describe people who are familiar to them. Know similarities and differences between past and now. Explore natural world around them making observations and drawing pictures of animals and plants. Important changes of seasons</p>	<p>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. Explore the natural world around them., making observations and drawing pictures of animals and plants. Understand the important processes and changes in the natural world around them, including seasons and changing states of matter.</p>	<p>Explore the natural world around them. Similarities and differences between the natural world around them and contrasting environments Explain 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 and contrasting environments</p>	<p>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.</p>	<p>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 seasons.</p>	<p>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</p>
Expressive Arts and Design	<p>Develop storylines in their pretend play. Explore different materials freely, such as dried leaves, transient art. Autumn materials.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Express themselves through song and continuous provision resources</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</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>	<p>Watch dance and performance art, expressing their responses.</p>

