



Guilden Sutton Church of England Primary School

*Love and Justice for All*

**Reception Curriculum Progression Map**

Our Christian Values: **WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP**

|                               | Autumn   |   | Spring   |  | Summer  |  |
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|                               | <u>Focus Text</u>  |   | <u>Focus Text</u>  |  | <u>Focus Text</u>   |  |
|                               | <p><b>Supertato</b></p> <p><b>Aliens love Underpants</b></p>   |   | <p><b>Lost and Found</b></p> <p><b>Hattie Peck: The Journey Home</b></p>   |  | <p><b>The Very Hungry Caterpillar</b></p> <p><b>Handa's Surprise</b></p>  |  |
| Areas of Learning             | Additional texts   |   | Additional texts   |  | Additional texts  |  |
|                               | We are all Different   |   | Words and your Heart   |  | Giraffes Can't Dance/Rainbow Fish   |  |
| Personal Social and Emotional | <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> | <p><b>Introduce children to each other, our school and our rules; sharing stories, poems and personal scrapbooks to initiate discussion about our families, homes, friends, pets, interests and special places.</b></p> | <p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> | <p><b>Discuss how the penguin and the boy were feeling at different points of the story 'Lost and Found.'</b></p> <p><b>Have we ever felt lonely? What can we do to help people who feel lonely?</b></p> | <p>Express their feelings, consider the feelings of others and think about the perspective of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> | <p><b>Use 'The Rainbow Fish' as a stimulus to discuss the value of friendship and how sharing can make us happy.</b></p> <p><b>Read 'Only One You' to further embed the message that 'you're</b></p> |

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|  | <p>Know and talk about the different factors that support their overall health and wellbeing.</p> | <p><b>Introduce vocabulary to describe our emotions and talk about what might make us feel worried, nervous, lonely, shy, sad or happy.</b></p> <p><b>Engage in Health Week activities to support children in making healthy choices and raise awareness of how to keep healthy and safe. Use film clips, powerpoints, role play and assemblies alongside the story 'The Healthy Wolf' to promote good dental hygiene, suitable physical exercise and eating a balanced diet.</b></p> <p><b>Use the book 'We are all Different' to promote discussion about our differences and celebrate our unique selves.</b></p> <p><b>'It is good to be me.'</b></p> | <p>Think about the perspectives of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> | <p><b>Name and identify our feelings and talk about when we feel happy, sad, nervous, worried or surprised.</b></p> <p><b>Discuss Rainbow Rob and emphasise that we are proud to be who we are.</b></p> <p><b>Talk about the people we love and focus on how we show kindness to others.</b></p> | <p>Continue to build constructive and respectful relationships.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> | <p><b>unique, so be yourself!</b></p> <p><b>Encourage the children to discuss the book and share their opinions.</b></p> <p><b>Sort food that 'The Very Hungry Caterpillar' ate into healthy and unhealthy food. Discuss dental health in relation to sugary food and reinforce the importance of brushing teeth.</b></p> |
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| <p><b>Communication and Language</b></p> | <p>Understand how to listen carefully and why listening is important.</p> <p>Learn and use new vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases and engage in storytimes.</p> <p>Use talk to help work out problems, organise thinking and activities, and to explain how things work and why they might happen.</p> | <p>Support vocabulary in the shop role play; naming fruit and vegetables and modelling interactions.</p> <p>Encourage the children to use new vocabulary through discussion of stories, nonfiction books, rhymes and poems. Ensure the children listen carefully and join in by asking and answering questions about the text.</p> <p>Talk about our scrapbooks and model how to listen and respond to each other.</p> <p>Sequence picture cards to retell the story of the 3 Little Pigs using verbal prompts to support. What happened first, next, last?</p> <p>Discuss stories, naming characters and identifying the key events. Include</p> | <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Describe events in some detail.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> | <p>In groups, talk about the boats we have made and explain why we chose particular materials. Predict whether they will float or sink giving reasons for their answers.</p> <p>Retell the stories shared using key vocabulary and name and describe the characters.</p> <p>Sing Easter songs: e.g. Spring Chicken, Hop, hop, hop little Easter Bunny.</p> <p>Talk about World Book Day, Comic Relief and other events showing awareness of key features.</p> | <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Learn rhymes, poems and songs.</p> <p>Use talk to help work out problems, organise thinking and activities, and to explain how things work and why they might happen.</p> | <p>Retell familiar texts showing awareness of characters, sequence, repeated refrains and key developments.</p> <p>Learn rhymes, poems and songs about animals, minibeasts and fish including The Animals went in two by two.</p> <p>Share non-fiction texts to learn about Lifecycles and animals.</p> <p>Encourage the children to explain the stages of development using correct terminology and new vocabulary; metamorphosis, amphibians, mammals etc.</p> <p>Explain how they have made instruments and why they make different sounds.</p> |
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|                             |  | reference to emotions and talk about how the characters were feeling e.g. Why was Sophie surprised? How would you feel?   |  |  |  |   |
| <b>Physical Development</b> | <p>Further develop the skills they need to manage the school day successfully: lining up and queuing: mealtimes.</p> <p>Further develop the overall body strength, coordination, balance and agility needed to engage successfully in physical education sessions, gymnastics and sports.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes,</p> | <p>Develop fine motor skills through finger gym activities using tweezers and tongs to place beads, pom-poms and gems.</p> <p>Threading with wool, string and ribbon using card shapes and beads.</p> <p>Dough Disco to strengthen muscles; pinching, rolling and squeezing the dough to music.</p> <p>Introduce 'pinch and flip' to encourage correct pencil grip.</p> <p>Naming parts of the body and participating in P.E. sessions to run, jump, balance and move with increased control.</p> | <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> | <p>PE lessons will focus on ball skills and developing control when dribbling, kicking, throwing and bouncing.</p> <p>Sewing valentine hearts using needles and wool.</p> <p>Using scissors to cut out penguins, lanterns, Easter eggs.</p> <p>Use chopsticks to pick up wool, beads etc.</p> <p>Complete daily quick-write of letter families on whiteboards.</p> | <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop the overall body strength, coordination, balance and agility needed to engage successfully in physical education sessions, gymnastics and sports.</p> <p>Develop the foundations of a handwriting style</p> | <p>Obstacle courses in the outdoor area to promote agility the combining of movements safely.</p> <p>Weekly Dance sessions will encourage the linking of movements to music.</p> <p>Outdoor P.E. sessions will focus on controlling a ball when hitting it along the ground and balancing it on a bat.</p> <p>Continue to embed handwriting mnemonics and rhymes to support letter formation and practise positioning letters appropriately</p> |

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|                    | scissors, knives, forks and spoons.   | Develop muscles in large motor activities in the outdoor classroom; lifting, carrying, skipping, pedalling etc.  |   |   | which is fast, accurate and efficient.   | on/ above/ below the line using Writing Repeater to model.  |
| Literacy - Reading | <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s ELS phonic programme.</p> | <p>Introduce Phase 2 and some Phase 3 letter sounds through daily phonic sessions and interactive activities; s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss, h, b, f, ff, l, ll, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa</p> <p>Engage in oral blending and blending activities to read cvc words independently.</p> <p>Introduce the children to Phase 2 and 3 Harder to Read and Spell Words; l, the, no, put, of, is, to, go, into, pull, as, his, he, she, buses, we, me, be, push, was, her, my, you.</p> <p>Children will share phonically decodable</p> | <p>Read a few common exception words matched to the school’s ELS phonic programme.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> | <p>Consolidate and teach Phase 3 digraphs and trigraphs through daily phonic sessions and interactive activities; oo/oo, ar, ur, or, ow, oi, ear, air, ure, er, ow(oa).</p> <p>Engage in oral blending and blending activities to read words independently. Read Phase 2 and 3 Harder to Read and Spell Words including; they, all, are, ball, tall, when, what, said, so, have, were, out, like, some, come, there, little, one, do, children, love.</p> <p>Children will share phonically decodable</p> | <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> | <p>Consolidate Phase 3 and 4 cccvc, cccvcc words and compound words through daily ELS phonics sessions. Teach Phase 5 ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e and soft ‘c’.</p> <p>Teach new Phase 5 Harder to Read and Spell</p> <p>Words; oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very.</p> <p>Re-read phonic books at home and in school to build up confidence in word reading, fluency,</p> |

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|                   |   | books at home and in school alongside a wide variety of story and information books that will be read to them by adults who can model expression, intonation and enjoyment.   |   | books at home and in school alongside a wide variety of story and information books that will be read to them by adults who can model expression, intonation and enjoyment.   |   | understanding and enjoyment.  |
| Literacy -Writing | <p>Begin to form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> | <p>Using their phonic knowledge, the children will;</p> <p>Label story characters in their pictures e.g. The 3 Little Pigs</p> <p>Draw the contents of Billy's Bucket.</p> <p>Write CVC words to match to pictures.</p> <p>Create a Warning poster about the missing Evil Pea.</p> <p>Write a Christmas shopping list.</p> <p>Write a list of Nativity characters</p> | <p>Begin to form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> | <p>Children will use their phonic knowledge to write;</p> <p>An Antarctic packing list. What will you need to travel to the South Pole/Antarctica?</p> <p>Menus and orders in the Chinese Restaurant.</p> <p>A list of pancake ingredients.</p> <p>Create a list of creatures that hatch from eggs.</p> <p>Mother's Day card message.</p> | <p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> | <p>Children will use their phonic knowledge to write;</p> <p>Labels on a butterfly lifecycle diagram</p> <p>Write about how to plant sunflower seeds.</p> <p>Write sentences to retell the key points of familiar stories; Handa's Surprise, The Rainbow Fish and The Very Hungry Caterpillar, showing awareness of capital letters and full stops.</p> <p>Write facts about butterflies.</p> |

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|             |  | Write a Letter to Santa.  |   | Write I love my mum because..<br><br>Easter card greetings and messages.   |  | Write facts about bees.  |
| Mathematics | <p>Count objects, actions and sounds. Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten and understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills. Continue, copy and create repeating patterns.</p> | <p><b>Mastering Number</b></p> <p><b>Pupils will:</b></p> <p><b>build on previous experiences of number from their home and nursery environments.</b></p> <p><b>further develop their subitising and counting skills</b></p> <p><b>explore the composition of numbers within 5</b></p> <p><b>compare sets of objects</b></p> <p><b>use the language of comparison</b></p> <p><b>Subitise using themed picture cards and power points.</b></p> <p><b>Matching numerals to quantities of 5/10/20 objects.</b></p> | <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Count beyond ten and understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Compare length, weight and capacity.</p> <p>Continue, copy and create repeating patterns.</p> | <p><b>Mastering Number</b></p> <p><b>Pupils will:</b></p> <p><b>continue to develop their subitising and counting skills</b></p> <p><b>explore the composition of numbers within and beyond 5</b></p> <p><b>begin to identify when two sets are equal or unequal</b></p> <p><b>begin to connect two equal groups to doubles</b></p> <p><b>connect quantities to numerals</b></p> <p><b>Comparing length and width of scarves for Hattie Peck.</b></p> <p><b>Sorting and recognising coins.</b></p> | <p>Automatically recall number bonds for numbers to 5 and 10.</p> <p>Count beyond ten and understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10 and compare numbers.</p> <p>Compose and decompose shapes so that children recognise a shape can have others within it.</p> <p>Continue, copy and create repeating patterns.</p> | <p><b>Mastering Number</b></p> <p><b>Pupils will:</b></p> <p><b>consolidate their counting skills</b></p> <p><b>count to larger numbers</b></p> <p><b>develop a wider range of counting strategies</b></p> <p><b>secure knowledge of number facts through varied practice</b></p> <p><b>Use fruit kebabs to display number bonds and repeating patterns.</b></p> <p><b>Explore addition and subtraction using fish, shells, butterflies and fruit.</b></p> <p><b>Use numberlines to identify one more,</b></p> |

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|                         |  | <p>Number bonds to 5 and 10 using frames with themed objects. (crowns with gems etc.)</p> <p>Compare and sort potatoes/ pumpkins/ vegetables according to size and weight.</p> <p>Create repeating patterns and symmetrical Rangoli patterns using jewels, gems and shapes.</p> <p>Name and describe 3D and 2D shapes as they build rockets, aliens and spaceships.</p> <p>Cityscapes to be completed using Numicon. How many will you need? Which ones fit together? What other Numicon could you use instead?</p> |                                      | <p>Making 5p/10p using different combinations of coins for Hung Bao money bags.</p> <p>Feeding the Chinese Dragon to demonstrate subtraction. How many are left?</p> <p>Sharing and cutting pancakes in halves, quarters etc.</p> <p>Doubling and halving using Easter eggs and Spring flowers.</p> <p>Create number bonds to 10 using spring themed pictures and objects on ten frames.</p> |   | <p>one less and counting on or back from a given number.</p> <p>Use shapes to create symmetrical patterns on butterfly wings and use to demonstrate doubles/halves.</p> <p>Use Noah's Ark animals to display understanding of odds and evens/counting in 2s</p> |
| Key Vocabulary          | Subitise, fast eyes, number names                  |   |                                      |  |   |   |
| Understanding the World | Name and describe people who are familiar to them. | Share the story of the Gunpowder Plot. What is London like? Identify  | Recognise some environments that are | Explore floating and sinking through making boats from   | Recognise some similarities and differences between | Observe the butterfly lifecycle first hand and comment on   |

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|  | <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (e.g. Diwali, Christmas.)</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Draw information from a simple map.</p> | <p>and link to London landmarks and locations.</p> <p>Locate our school on a map.</p> <p>Discuss our journey to school.</p> <p>Draw a map of the 3 Little Pigs' houses and follow and give directions.</p> <p>Follow directions to places in school.</p> | <p>different from the one in which they live.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (e.g. Chinese New Year, Easter.)</p> <p>Understand the effect of changing seasons on the `natural world around them.</p> <p>Explore the natural world around them.</p> <p>Comment on images of familiar situations in the past.</p> | <p>different materials for the boy and the penguin to return to the Antarctic.</p> <p>Learn all about penguins and identify different types.</p> <p>An Antarctic packing list. What will you need to travel to the South Pole/Antarctica? Describe the climate in which they live in the Antarctic.</p> <p>Learn about Chinese New Year, Valentine's Day, Shrove Tuesday, Mother's Day and Easter looking at how they are celebrated across the World.</p> <p>Locate China on a World map, identify the Chinese flag and look at and discuss the Great Wall of China and Pagodas.</p> | <p>life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Draw information from a simple map.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Explore the natural world around them and describe what they see, hear and feel.</p> | <p>what they see at each stage. Write about each of the stages using sentences.</p> <p>Visit St John's Church. Look at the inside of the church and listen to Ms Carty talk about the Church and its community.</p> <p>Look at services and celebrations that link with the church. Christenings, weddings etc. Share photographs of staff weddings etc. and discuss past and present. Use Puddles R.E. story books to promote discussion.</p> <p>Walk around the local area and plot key buildings and features on a simple map.</p> <p>23rd April-Learn about St George and the Dragon. Why was he a saint?</p> |
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|  |  |  |  |  |  | <p>Discuss the difference between environments featured in books shared. Compare animal habitats i.e. desert, jungle, savannah, rainforest, ocean, forest.</p> <p>Plant sunflower seeds and make observations. What do they need to grow?</p> <p>Talk about bees and watch information clips and powerpoints that show how bees live, what they do and why they are so important. Share key facts and name different types of bees.</p> <p>Talk about giraffes and watch information clips and powerpoints that show how giraffes live. Share key facts</p> |
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|                            |  |   |  |  |  | and talk about their natural habitat.  |
| Key Vocabulary             |  |   | Life-cycle, hatch, reptiles, birds, mammals  |  | Life-cycle, metamorphosis, chrysalis, proboscis, nectar, pollen. Kaleidoscope of butterflies, an army of caterpillars, a tower of giraffes   | Continent of Africa, Kenya Globe   |
| Expressive Arts and Design | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> | <p>Self-portrait, using mirrors, looking at features of ourselves and choosing appropriate colours.</p> <p>Produce Supertato drawings and paintings</p> <p>Use their imagination to create alien paintings and 3D models of rockets, spacecraft, aliens and planets.</p> <p>Moulding clay to create diva lamps and hedgehogs.</p> <p>Recognise and use Autumn colours and participate in transient art with conkers, leaves and acorns.</p> | <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Return to and build on their previous learning,</p> <p>refining ideas and developing their ability to represent them.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play</p> | <p>Valentine hearts in the style of Kandinsky using pens, pastels and coloured pencils.</p> <p>Direct observational drawings of spring flowers using oil pastels and smudging techniques.</p> <p>Dancing to Chinese Dragon music showing awareness of the rhythm and beat.</p> <p>Creating Chinese lanterns and Hung Bao Lucky Money Bags.</p> <p>Use marbling inks to create Easter eggs.</p> | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</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>Develop storylines in their pretend play.</p> | <p>Use small world figures, puppets, masks and props to retell the story of St George and the Dragon The Very Hungry Caterpillar, The Rainbow Fish, Handa's Surprise and Giraffes Can't Dance.</p> <p>Develop rhythm, combine movements and perform a 'Lion King' dance.</p> <p>Make shakers, drums and instruments to accompany African music. Match tempo to animal's movements.</p> <p>Oil pastel pictures of Handa's fruit showing</p> |

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|                |  | <p>Singing name back in response to the afternoon register</p> <p>Singing songs, dancing and performing in the Nativity play.</p> <p>Incorporate masks and props in the role play area to support the retelling of stories e.g. The Tiger who came to Tea, The Three Little Pigs etc.</p> |  | <p>Engage in the Chinese Restaurant dressing up and taking on different roles.</p> |  | <p>smudging and blending of shades of colour</p> <p>Use paint rollers, cellophane and tissue to create African sunset pictures with animal silhouettes.</p> <p>Recreate Van Gogh's Sunflower painting using impasto technique.</p> |
| Key Vocabulary |  |   |  |  |  | Van Gogh, thick/thin.  |