

### Personal, Social and Emotional Development (PSED)

**Making relationships:** Initiates conversation with both adults and other children without prompting; able to explain own knowledge and understanding; beginning to resolve own conflicts with peers independently.

**Self-confidence and self-awareness:** Communicates freely about home and community; know what they can do and talk about their abilities positively.

**Managing feelings and behaviour:** Accepts that others have different needs from their own and that their needs will not always be met immediately; show an understanding of when someone else is hurt and know how they might comfort them; aware of the boundaries of the setting and follow classroom rules; begin to use talk to negotiate the use of equipment (e.g. suggesting taking turns).

### Communication and Language (CL)

**Listening and attention:** Focus attention on the task at hand; maintain attention and sit quietly during small group and most whole-class sessions; put hand up to answer questions or wait to be asked to share an idea.

**Understanding:** Follow simple instructions independently; be able to follow a story without pictures or props (oral story telling); listen to ideas expressed by peers and adults.

**Speaking:** Use talk to connect thoughts and ideas and relive past experiences with increasing detail; talk about what might happen next in the context of real life and stories; begin to use some of the new vocabulary they have learnt in context; be able to use more complex sentences in the context of play situations and to act out stories.

### Physical Development (PD)

**Moving and handling:** Use scissors effectively to cut out shapes; can write their own name with each letter correctly formed (upper and lower case); uses a tripod grip (thumb and two fingers) consistently when writing and drawing; jumps off an object and lands safely; negotiates space when moving around a room, adjusting speed and changing direction as required.

**Health and self-care:** Manage own clothes and toileting independently, including zips, poppers and buttons; knows that it is important to eat a variety of foods in order to be healthy; will confidently taste a range of different foods; begin to risk assess equipment and activities before undertaking them (think 'is this safe?')

## Reception Curriculum Map

Spring

### Outdoor Experiences

Our outside classroom;  
Nature reserve visits  
'Down the Woods' visit?

### Literacy (L)

**Reading:** Knows that information can be retrieved from books; be able to say who the characters in a story are and talk about what has happened; continue a rhyming string (e.g. mat, fat, cat, sat...); hear and say initial sounds in words; be able to blend to read, and segment to spell, a range of CVC words; begin to read simple sentences that are phonetically decodable.

**Writing:** Be able to write the majority of the letter sounds taught in class with the correct letter formation; write the initial sound of familiar words; write own name and other labels and captions using phonic knowledge; begin to write simple captions and, where possible, sentences.

### Mathematics (M)

*Reception will follow the objectives as laid out by the Early Years Foundation Stage and the Primary National Strategy for Mathematics.*

**Numbers:** Count up to and back from 20; be able to write numbers to 10; compare groups of numbers saying when they have more, less or the same number; separate objects into groups of equal amounts; count up to 10 objects and beyond; find the total number of two groups of objects; says the number one more and one less up to 10.

**Shape, space and measure:** Begin to know the names of 3D shapes (cube, cuboid, pyramid, cone, sphere, cylinder) and use mathematical language to describe them (straight, curved, corner, edge, face, point, flat etc.); order items by length, height and capacity; use everyday language related to time (then, next, today, tomorrow, later, after, before etc)

### Expressive Arts and Design (EAD)

**Exploring and using media and materials:** Explore the different sounds of musical instruments and how sounds can be changed; know various ways to join construction materials together to achieve a desired effect; use a range of materials to create representations.

**Being imaginative:** Have preferences for different forms of expression, e.g. role play, singing, telling stories etc; build stories around available props and make up story lines with increasing detail.

### Understanding the World (UW)

**People and communities:** Knows what makes them and their family unique and talks about similarities and differences; knows and talks about different religions and cultures. **The World:** Talks about similarities, differences, patterns and change in the world around them; knows the seasons of the year.

**Technology:** Knows how to operate simple technological toys and everyday equipment, e.g. CD player, TV, music player etc; knows that information can be retrieved from computers and the Internet.