

Curriculum Map for Reception 2018-2019

Autumn Term

Autumn Term 14 weeks 6 + 8		Spring Term 12 weeks 6 + 6		Summer Term 12 weeks 5 + 7	
3 weeks	Number	2 weeks	One more one less	1 week	SSM - Shape
2 weeks	Patterns/Shape	1 week	SSM - Time	2 weeks	SSM - Measure - size, capacity, weight, distance
1 weeks	Number	3 weeks	Calculating + and – Doubles	2 weeks	Doubling, Halving and Sharing
HALF TERM		HALF TERM		HALF TERM	
2 weeks	One more one less	2 weeks	Measure –money (Linked to + -)	1 Week	Calculating + and -
2 weeks	SSM - Position and Direction	2 weeks	SSM - Measure - size, capacity, weight, distance	1 week	Number / Addition and Subtraction
2 weeks	Number	2 weeks	Halving and Sharing	2 weeks	SSM - Measure - size, capacity, weight, distance
2 weeks	SSM - Shape			1 week	Calculating + and -

Week	Topic + Focus Area	ELG	40-60	30-50
All About Me / Into The Woods				
1	Settling in, routines, establishing number / counting into routines such as register			
2	Number Focus: <ul style="list-style-type: none"> Reciting Numbers in order including starting at different numbers to 0 Teach strategies to accurately count objects that can be moved Counting not only objects Counting out objects from a larger set Subitising to 5 Recognising numerals to 10 Record using marks they can interpret 	Children count reliably with numbers from one to 20 and places them in order.	<ul style="list-style-type: none"> Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and checks by counting them. Records, using marks that they can interpret and explain. 	<ul style="list-style-type: none"> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.
3				
4	Patterns Focus: <ul style="list-style-type: none"> Include numicon / objects to create and talk about number patterns Name 2D shapes circle, triangle, rectangle, square Understand term side and count the sides of a shape Create and describe repeating patterns using shape/colour 	Children recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	<ul style="list-style-type: none"> Uses familiar objects and common shapes to create and recreate patterns and build models. 	<ul style="list-style-type: none"> Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
5				
6	Number	Children count reliably with numbers from	<ul style="list-style-type: none"> Recognise some numerals of personal significance. 	<ul style="list-style-type: none"> Uses some number names and number language

<ul style="list-style-type: none"> • Reciting Numbers in order including starting at different numbers to 0, e.g. can you count from 4 to 9? • Teach strategies to accurately count objects that can be moved, then objects that cannot be moved • Counting not only objects • Counting out objects from a larger set • Subitising to 6 (dice, dominoes, numicon) • Recognising numerals to 10 • Record using marks they can interpret 	<p>one to 20 and places them in order.</p>	<ul style="list-style-type: none"> • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Records, using marks that they can interpret and explain. 	<p>spontaneously.</p> <ul style="list-style-type: none"> • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps.
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HALF TERM

Into the Woods

1	One more, one less	Children say which number is one more or one less than a given number.	<ul style="list-style-type: none"> • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. 	<ul style="list-style-type: none"> • Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Shows an interest in representing numbers.
2	<p>Focus</p> <p>1. Comparing numbers - more and fewer, same/equal</p> <p>2. Start by securing understanding of terms one more, one less without finding total (e.g. there are 4 cars in the car park, can you show me one more in the car park) only when secure in this, move onto how many is one</p>			

	<p>more / one less to five then 10</p> <p>3. Children need to be able to count on from different points first Record using marks they can interpret</p> <p>Link to Real life contexts, e.g. there are 5 bears in the cave, one more goes in. Move from concrete objects, to hidden concrete objects before moving to abstract</p>			
3 4	<p>Position and direction (Link to a Squash and a Squeeze / farm) Describing pictures/settings using positional language Beebots - program round farm map</p>	<p>Children use everyday language to talk about position to solve problems.</p>	<ul style="list-style-type: none"> • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. 	<ul style="list-style-type: none"> • Uses positional language. <p>Links to Understanding 30 - 50m</p> <ul style="list-style-type: none"> • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object.
5 6	<p>Number</p> <p>Focus: Counting backwards One less Ordering incomplete sets of numbers (e.g. 5 - 12) Counting an irregular arrangement of objects</p>	<p>Children count reliably with numbers from one to 20 and places them in order.</p>	<ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Records, using marks that they can interpret and explain. 	<ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps.
7	<p>Shape and Space Focus:</p>	<p>They explore characteristics of everyday objects and shapes and use mathematical language to</p>	<ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to 	<ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects.

	<ul style="list-style-type: none"> Name 2D shapes circle, triangle, rectangle, square, hexagon Recap sides, if secure introduce corner Compare sizes and shapes 	describe them.	describe shapes. <ul style="list-style-type: none"> Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models. 	<ul style="list-style-type: none"> Shows awareness of similarities of shapes in the environment. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
8	Shape and Space Focus: <ul style="list-style-type: none"> Name 3D shapes cuboid, pyramid, cone, sphere Explore and sort by characteristics of 3D shapes using everyday language Secure ability to identify edges 			

Spring Term

Week	Topic	ELG	40-60	30-50
Naughty Bus				
1	One more, one less	Children say which number is one more or one less than a given number.	<ul style="list-style-type: none"> Uses the language of 'more' and 'fewer' to compare two sets of objects. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. 	<ul style="list-style-type: none"> Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Shows an interest in representing numbers.
2	Focus Compare numbers/quantities - more/fewer/less/equal Move from concrete objects, to hidden concrete objects before moving to abstract ELG Evidence - who is counting on or back to find one more/less? Who can do up to 10/20?			

3	<p>Measure - Time</p> <p>Focus: Be able to order and sequence events Understand time concepts - before/after Morning, afternoon, evening Days of the Week</p>	<p>Children use everyday language to talk about time and to solve problems.</p>	<ul style="list-style-type: none"> • Orders and sequences familiar events. • Measures short periods of time in simple ways. 	<p>Shape Space and Measure - NA</p> <p>Links to 30 - 50 Speaking: Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>
4 & 5	<p>Addition and subtraction</p> <p>Focus: Addition and subtraction with concrete objects, moving to concrete objects but counting on from larger group, to counting on mentally. (Not number line)</p>	<p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p>	<ul style="list-style-type: none"> • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. 	<ul style="list-style-type: none"> • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in representing numbers. Shows an interest in number problems. Shows an interest in representing numbers. Compares two groups of objects, saying when they have the same number.
6	<p>Doubling</p>	<p>They solve problems, including doubling.</p>	<ul style="list-style-type: none"> • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. 	<ul style="list-style-type: none"> • Shows an interest in number problems. • Shows an interest in representing numbers.

HALF TERM

Who's afraid of the...

1	<p>Measure - Money</p> <p>Focus Recognise 1p and 2p coins Use money in role play - farm shop Solve problems - making 5p? Link to addition and subtraction for those who are ready</p>	<p>Children use everyday language to talk about money to compare quantities and objects and to solve problems.</p>	<ul style="list-style-type: none"> • Beginning to use everyday language related to money. • Measures short periods of time in simple ways. 	<ul style="list-style-type: none"> • Shows an interest in numerals in the environment. • Shows an interest in representing numbers.
2	<p>One more, one less</p> <p>Focus Continue to reinforce money objectives linked to 1 more / less Those who are reading adding/subtracting small amounts counting on or back</p>	<p>Children say which number is one more or one less than a given number. Using quantities and objects, they add two single-digit numbers and count on to find the answer.</p>	<ul style="list-style-type: none"> • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. 	<ul style="list-style-type: none"> • Compares two groups of objects, saying when they have the same number.
3	<p>Measure</p> <p>Focus Size including height and length Direct comparison moving to measuring with non standard units</p>	<p>Children use everyday language to talk about size to compare quantities and objects and to solve problems.</p>	<ul style="list-style-type: none"> • Orders two or three items by length or height. 	<p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <ul style="list-style-type: none"> • Shows awareness of similarities of shapes in the environment.
4	<p>Measure</p> <p>Focus Weight and capacity Direct comparison moving to measuring with non standard units</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<ul style="list-style-type: none"> • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. 	<p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <ul style="list-style-type: none"> • Shows awareness of similarities of shapes in the environment.

5	halving and sharing Start with sharing problems to ensure children understand concept of sharing equally, then move to halving is shared into 2 equal parts	They solve problems, including doubling, halving and sharing.	<ul style="list-style-type: none"> Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. 	<ul style="list-style-type: none"> Shows an interest in number problems. Shows an interest in representing numbers.
6				

Summer Term

Week	Topic	ELG	40-60	30-50
I will never not ever eat a tomato				
1	Shape and space Focus: 2D Shapes Use mathematical language to describe characteristics of objects by shape and size. Use mathematical language to describe patterns and pictures. Key Language: Shapes: Circle, Square, Hexagon, Rectangle, Triangle Identify and count sides and corners of shapes and everyday objects	They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	<ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models. 	<ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
2	Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.	<ul style="list-style-type: none"> Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. 	Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. <ul style="list-style-type: none"> Shows awareness of similarities of shapes in the environment.
3	Focus: Size, weight, capacity and distance			

			<ul style="list-style-type: none"> Measures short periods of time in simple ways. 	
4	<p>Shape and space</p> <p>Focus: 3D Shapes</p> <p>Use mathematical language to describe characteristics of objects by shape and size.</p> <p>Key Language: Flat, solid</p> <p>Shapes: Cube, cuboid, pyramid, cone, sphere</p> <p>Faces, edges, corners</p>	They explore characteristics of everyday objects and shapes and use mathematical language to describe them.	<ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models. 	<ul style="list-style-type: none"> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
5	<p>Doubling, halving and sharing</p> <p>Include halving quantities of capacity e.g water, sand</p>	They solve problems, including doubling, halving and sharing.	<ul style="list-style-type: none"> Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. 	<ul style="list-style-type: none"> Shows an interest in number problems. Shows an interest in representing numbers.

HALF TERM

Billy's Bucket – Under the Sea

1	Addition and subtraction	Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.		
2	<p>Number, one more, one less</p> <p>Or continue + -</p>	As required to fill gaps, choose objectives that chn have struggled with / need more work on.		
3	Addition and subtraction	Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.	<ul style="list-style-type: none"> Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. 	<ul style="list-style-type: none"> Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in representing numbers.
4				
5	Measure	Children use everyday language to talk	<ul style="list-style-type: none"> Orders two or three items by length or height. 	

6		<p>about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<ul style="list-style-type: none"> • Orders two items by weight or capacity. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. 	
7	Addition and subtraction	<p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p>	<ul style="list-style-type: none"> • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. 	<ul style="list-style-type: none"> • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in representing numbers.