

Reception - Curriculum Map



| Reception | Memorable Experience | Innovate Challenge | Communication and language | Physical development | Personal, social and emotional development | Literacy | Mathematics | Understanding the world | Expressive arts and design |
|-----------------------------------|---|----------------------------------|--|---|---|------------------|------------------------------------|---|--|
| Why don't snakes have legs? | Arrange a visit to a reptile house where children can wander among exotric plants and meet a range of reptiles. | Hatched! | Listening and attention; Understanding; Speaking | Moving and handling; Health and self-care | Self-confidence and self awareness; Managing feelings and behaviour; Making relationships | Reading; Writing | Numbers; Shape, space and measures | The World; Technology | Exploring and using media and materials; Being imaginative |
| Do cows drink milk? | Arrange a visit to a local farm where the children can observe the different animals that live there and discover which plants are grown. | The Little Red Hen makes a pizza | Listening and attention; Understanding; Speaking | Moving and handling; Health and self-care | Self-confidence and self awareness; Managing feelings and behaviour; Making relationships | Reading; Writing | Numbers; Shape, space and measures | The World; Technology | Exploring and using media and materials; Being imaginative |
| Who lives in a rock pool? | Arrange a day visit to the coast where children can experience the natural wonders of the seashore. | Seashore in a jar | Listening and attention; Understanding; Speaking | Moving and handling; Health and self-care | Self-confidence and self awareness; Managing feelings and behaviour; Making relationships | Reading; Writing | Numbers; Shape, space and measures | People and communities; The world; Technology | Exploring and using media and materials; Being imaginative |
| Why do ladybirds have spots? | Visit a local park, woodland or garden to carry out a minibeast safari. | Butterfly garden | Listening and attention; Understanding; Speaking | Moving and handling; Health and self-care | Self-confidence and self awareness; Managing feelings and behaviour; Making relationships | Reading; Writing | Numbers; Shape, space and measures | The World; Technology | Exploring and using media and materials; Being imaginative |
| Are we there yet? | Arrange a fantastic journey! See how many forms of transport you can use. | Super cars! | Listening and attention; Understanding; Speaking | Moving and handling; Health and self-care | Self-confidence and self awareness; Managing feelings and behaviour; Making relationships | Reading; Writing | Numbers; Shape, space and measures | People and communities; The world; Technology | Exploring and using media and materials; Being imaginative |
| Will you read me a story? | Arrange for the children to watch a patomime based on a familiar fairy tale such as Cinderella or Jack and the Beanstalk. | Jelly bean beanstalks! | Listening and attention; Understanding; Speaking | Moving and handling | Managing feelings and behaviour; Making relationships | Reading; Writing | Numbers; Shape, space and measures | People and communities; The world | Exploring and using media and materials; Being imaginative |
| Do you want to be friends? | Arrange a trip around school or your setting for the children to meet people who are there to help them. | What does friendship look like? | Listening and attention; Understanding; Speaking | Moving and handling; Health and self-care | Self-confidence and self awareness; Managing feelings and behaviour; Making relationships | Reading; Writing | Numbers; Shape, space and measures | People and communities; The World; Technology | Exploring and using media and materials; Being imaginative |
| What is a reflection? | Collect a good range of dressing-up clothes, including wigs, glasses, hats and coats. | Secret code! | Listening and attention; Understanding; Speaking | Moving and handling | Self-confidence and self awareness; Managing feelings and behaviour; Making relationships | Reading; Writing | Numbers; Shape, space and measures | The World; Technology | Exploring and using media and materials; Being imaginative |
| Why do squirrels hide their nuts? | Arrange a visit to a local wildlife organisation or forest school for the children to find out about seasonal changes in the woodland. | Wildlife café | Listening and attention; Understanding; Speaking | Moving and handling; Health and self-care | Self-confidence and self awareness; Managing feelings and behaviour; Making relationships | Reading; Writing | Numbers; Shape, space and measures | The World; Technology | Exploring and using media and materials; Being imaginative |