



Year Reception Autumn Term Curriculum Map



English (HFL)		Maths (Herts Essentials)	
Reading (including phonics)	Writing	Key Concepts	
		Autumn 1	Autumn 2
<p>By half term: Read single letter set 1 sounds m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, i, h, r, j, v, y, w, z, x</p> <p>By the end of term: Read all set 1 sounds and blend sounds into words orally. See sounds above plus sh, th, ch, qu, ng, nk</p> <p>Listen to and know well the following key texts/nursery rhymes:</p> <p>The Gruffalo – Julia Donaldson Shhh! – Sally Grindley Oi Frog! – Kes Gray The great explorer – Chris Judge The incy wincy spider Hey diddle, diddle</p>	<p>Write and form single letter set 1 sounds with correct letter formation (linked to mnemonic rhymes)</p> <p>Independently hold a pencil with an effective (tripod) grip</p> <p>Writes own name with capital letter</p>	<p>Subitising numbers up to 5; recognising the amount without counting.</p> <p>Counting reliably, using number names in order and one to one correspondence.</p> <p>Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them.</p> <p>Noticing, describing and extending patterns, including thinking about what part is the repeating unit. Classification Classifying (grouping) objects using given criteria and their own ideas. Also thinking about the groups after classification.</p>	<p>Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets.</p> <p>Use counting to compare and find a precise numerical difference in sets of objects in varied contexts.</p> <p>Develop spatial thinking and spatial language linked to position and direction, in movements and using symbols.</p> <p>Ordering and estimating Knowing the position of numbers 0-10 and the relationship to other numbers, including whether they are close to 0, 5 or 10.</p>
Vocabulary: phoneme, grapheme, digraph, Fred talk, blend, Fred fingers, special friends, digraph, trigraph, sentence, capital letter, full stop, finger space and rhyme plus previously taught vocabulary		Vocabulary: Please see Reception Maths vocabulary and key concept map.	

PSHE (Jigsaw)		Understanding the world	
Skills	Knowledge	History- Skills	History Knowledge
Aut 1 – Being Me in my World Identify feelings associated with belonging Identify feelings of happiness and sadness Skills to play cooperatively with others Be able to consider others’ feelings Be responsible in the setting Aut 2 – Celebrating Difference Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Identify some ways they can be different and the same as others Recognise similarities and differences between their family and other families Identify and use skills to make a friend Identify and use skills to stand up for themselves Recognise emotions when they or someone else is upset, frightened or angry	Aut 1 – Being Me in my World Know special things about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed Know that hands can be used kindly and unkindly Know that being kind is good Know they have a right to learn and play, safely and happily Aut 2 – Celebrating Difference Know what being proud means and that people can be proud of different things Know that people can be good at different things Know what being unique means Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself Know the names of some emotions such as happy, sad, frightened, angry Know that they don’t have to be ‘the same as’ to be a friend Know why having friends is important Know some qualities of a positive friendship	To be able to say who they are and who they live with Sequence family members by size and name (baby, child, adult) Talks about things that they did in the past that were important to them- birthdays, holidays, events To use the language now, then, yesterday, tomorrow, today, next week	Knowledge of family members and who they live with To understand the terms, mum, dad, brother, sister, grandparent, aunt, uncle, cousin To have awareness of Remembrance Day and how it is a way to remember people from the past. – book – Where the poppies now grow
		Geography Skills	Geography Knowledge
		To identify the difference between a house, flat or bungalow and say which they live in Can articulate what daily life is like in our country Talk about what they see in their own environment (school/home) using an increasing vocabulary	To knows that we live in Hemel Hempstead which is in England To be able to explain the words – house, flat, bungalow
		Religious Education- Skills	Religious Education Knowledge
		Share their own beliefs, ideas and values. <i>(Beliefs and practices)</i> Engage with artefacts, people and places. <i>(Symbols and actions)</i>	Listen & respond to a range of stories that engage them, including faith stories. <i>(Sources of wisdom)</i> - Christmas Story - Rama and Sita
		Science Skills	Science Knowledge
		To use observations to ask and answer questions about the world around them. Make basic predictions on what they think may happen – What will the weather be like tomorrow? To discuss how some things change with seasons – Autumn , leaves, seeds	To talk about the four seasons
		Aut 1: Key Vocabulary - Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.	

Aut 2: Key Vocabulary - Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.		T3: sequence, holiday, celebration Geography Vocabulary: house, flat, bungalow, Hemel Hempstead, England, school, home, shop, post office ,inside, outside, Science Vocabulary: Autumn, Winter, Summer, Spring, leaves, seeds, colour changes, crunchy Religious festival, special occasion, Christmas, Diwali, Hannukah, Eid, light, presents, Hindu, Christian, Jewish, Muslim Jesus, nativity, Joseph, Mary, Christmas, advent Cross, Church, temple, prayer mat, alter, Synagogue, Star of David, menorah	
Physical Development		Communication and Language	
Skills	Knowledge	Skills	Knowledge
Aut 1 To use a dominant hand. To begin to form recognisable letters which are formed mostly correctly. To use climbing equipment safely and competently. To begin to negotiate space effectively. To begin to develop ball skills Aut 2 To begin to use anticlockwise movement and retrace vertical lines. To use climbing equipment safely and competently. To negotiate space effectively. To begin with jump in a variety of ways To begin to balance one leg. To roll in different ways.	Aut 1 To know which hand to write with. To know how to use the climbing frame/outside area safely. To know how to use scissors effectively. Aut 2 To know how to make anticlockwise movement and retrace vertical lines. To know how to use the climbing frame/outside area safely. To know how to use scissors effectively.	Aut 1 To talk about themselves and others. To sing simple familiar songs/nursery rhymes. To speak about a range of texts. Aut 2 To compare different festival – Christmas, harvest, bonfire night. To make comments about their observations.	Aut 1 To know about others. To know familiar songs. To describe different story and non-fiction texts. Aut 2 To know about different festivals. To be able to talk about how different people help us. To begin to talk about why things happen using new vocabulary learnt.
Aut 1 Vocabulary: rolling, crawling , walking, jumping, running, hopping, skipping, climbing, throwing, catching, kicking, passing, batting, aiming. Aut 2 Vocabulary: balance. rolling, crawling , walking, jumping, running, hopping, skipping, climbing, roll, jump		Aut 1 Vocabulary: listening, talking, story, song, ideas, interests, family, friends. Aut 2 Vocabulary: festival, Harvest, Diwali, Christmas, Bonfire Night, celebrate, describe, explain	

Expressive Arts and Design		Music (Sing Up)	
Skills	Knowledge	Skills and Knowledge	Vocabulary
Art Skills <ul style="list-style-type: none"> To use and explore a variety of media such as paint, chalk, collage, pencils, crayons both inside and outside to represent objects, feelings and ideas. To be able to use a glue stick correctly To use PVA glue with a glue spreader To use a variety of different sized paintbrushes with growing accuracy. To begin to use a pair of scissors with accuracy Use a variety of objects to print patterns and sequences (wrapping paper/wallpaper) 	Art Knowledge <ul style="list-style-type: none"> To know the names of different media To understand the safety rules for scissors To understand the term artist 	I've got a grumpy face <ul style="list-style-type: none"> Make up new words and actions about different emotions and feelings. Explore making sound with their voices and percussion instruments to create different feelings and moods. Sing with a sense of pitch, following the shape of the melody with their voices. Mark the beat of the song with actions. Sorcerer's apprentice <ul style="list-style-type: none"> Explore storytelling elements in the music and create a class story inspired by the piece. Identify and describe contrasts in tempo and dynamics. Begin to use musical terms (louder/quieter, faster/slower, higher/lower). Respond to music in a range of ways e.g. movement, talking, writing. Witch, Witch <ul style="list-style-type: none"> Make up a simple accompaniment using percussion instruments. Use the voice to adopt different roles and characters. Match the pitch of a four-note (la-so-mi-do) call-and-response song. Row, Row, row your boat <ul style="list-style-type: none"> Make up new lyrics and vocal sounds for different kinds of transport. Sing a tune with 'stepping' and 'leaping' notes. Play a steady beat on percussion instruments 	Grumpy face Pitch: shape (contour), high/low Structure: call-and-response Tempo: beat Timbre: hard/soft, scratchy/smooth, etc. Other: words that describe emotions and feelings e.g. angry, sad, happy, excited, silly etc. Sorcerer's apprentice Duration: long/short. Dynamics: louder/quieter. Pitch: higher/lower. Tempo: faster/slower. Timbre: percussion instruments. Other: storytelling, Classical music, composer, orchestra. Witch witch Pitch: high/low. Structure: call-and-response, phrase. Tempo: strong beat, pulse (the 'heartbeat' of the music). Timbre: scratchy percussion, sounds, tone, tuned/untuned percussion, instrument names. Texture: solo, together (unison), accompaniment. Row row row the boat Duration: beat, pulse, rhythm. Dynamics: loud, quiet. Pitch: stepping and leaping notes. Other: songwriting, improvise.
Design and Technology Skills <ul style="list-style-type: none"> To know that they need to wash hands before eating. To place rubbish into correct bins (food/plastic) and tidy their area, washing out milk cartons. To begin to use a knife and fork correctly. To begin to use scissors to cut with increasing accuracy To connect two items with sellotape or glue To create junk models using a variety of joining techniques. 	Design and Technology Knowledge <ul style="list-style-type: none"> To be able to recognise basic fruits and vegetables To know the 5 a day rule for fruit and vegetables. To understand safety implications when using scissors 		

<p>Vocabulary: paint, chalk, crayon, glue, collage, pencil, colour, paintbrush, PVA, artist, print, pattern, sequence</p> <p>Artist – William Morris</p> <p>Vocabulary: banana, apple, orange, pear, satsuma, carrot, tomato, grapes, raisins, broccoli, peas, sweetcorn, scissors, sellotape, glue, safe, sharp, secure, stable</p>	
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