



RECEPTION CURRICULUM Knowledge and Progression Map 22-23

| | | Literacy | | | | | |
|---------------------------------|--|---|---|---|---|---|---|
| When | Core knowledge | | | | | | Vocab |
| Autumn Term First Half | Disciplinary Blocks | Substantive Concepts | | | | | |
| | | The Noisy House | The Noisy house Recycled | Bat Learns to Dance | Bat Learns to Dance recycled | The Little Red Hen | The Little Red Hen Recycled |
| | Phonics and early reading | RWI set 1 sounds based on baseline assessment and developing the ability to Fred Talk –(orally blend) Children who can orally blend to read CVC words. | | | | | |
| | Word Writing (transcription) | Letter Formation mas | Letter Formation dtnp | Letter Formation ogcku | Letter Formation bfehl | Letter Formation rjvyw | Letter Formation zx |
| | Listening and Responding (transcription) | Join in with a nursery rhyme Listen to a story | Recycle a nursery rhyme Join in telling a recycled story | Join in with a story Sing a story | Join in with a recycled story | Listen to and join in with a story | Join in with a telling of a recycled story |
| | Comprehension | Retell the story Mime the story Step the story Draw a story map | Recycle a story to create a new one Step a recycled story Independently tell a recycled story | Map a story Step a story | Mime a story Recycle a story Tell the recycled story changing the character | Focus on character Re-enact a story focusing on character Tell the story independently, focusing on character | Recycle the story of The Little Red Hen and change the ending Step a recycled story and the develop character Re-enact a recycled story focusing on character Independently tell a recycled story and |

Mime
Action
Noisy
Recycle
Leaky
Wave
Memories
Favourite
Minibeast
Community
Character
Feelings
Ending
Change

| | | | | | | | | | | |
|----------|--|---|--|--|--|--|---|--|---|--|
| | | | | | | | compare characters | | | |
| | Handwriting | Mark making – large scale | Mark Making-large scale | Mark Making-large scale | Mark Making-large scale and small scale Pencil grip | Mark Making-large scale and small scale Pencil grip | Mark Making-large scale and small scale Pencil grip | | | |
| | | Letter Formation mas | Letter Formation dinp | Letter Formation ogcku | Letter Formation bfeh | Letter Formation rvyw | Letter Formation zx | | | |
| | | | | | | | | | | |
| Autumn 2 | Disciplinary Blocks | Substantive Concepts | | | | | | | | |
| | | The Three Billy Goats Gruff | The Three Bily Goats Gruff | Mouse Deer and Tiger | Mouse Deer and Tiger | The King and the Moon | The King and the Moon | | | |
| | Phonics and early reading | Children assessed and streamed for phonics lessons across Reception Unit Recognise taught sounds and build ability to orally blend Children able to orally blend will start reading words containing taught sounds Build/write words using taught sounds | | | | | | | | |
| | Word Writing (transcription) | Build/write words using taught sounds | Build/write words using taught sounds | Build/write words using taught sounds | Build/write words using taught sounds | Build/write words using taught sounds | Build/write words using taught sounds | | | |
| | | | | | | Label the characters using sounds known | | | | |
| | Listening and Responding (transcription) | Listen to a story and retell it independently | Tell the story of The Three Frilly Goats independently | Listen and join in with the Story Join in with a choral telling of Mouse Deer | Join in with the telling of a recycled story | listen and reflect upon a new story | To join in with a recycled story Tell the story chorally and independently | | | |
| | | | | | | | | | Vocabulary: Dollop Slouched Frock Shiny Rainforest Shiny Persuade Character Setting Because Explain Reason Scuttled Startled Mango | |

| | | | | | | | | | |
|----------|------------------------------|--|--|--|--|--|---|--|--|
| | Comprehension | know that stories have problems in them Sing a story Map a story Step a story Mime a story | Recycle the story Create a telling of a recycled story Map a story Step a story Mime a story | Map the story of Mouse Deer and explore the setting Step out the story Explore story setting Tell the story of Mouse Deer independently | Recycle a story focusing on plot and character Step a recycled story and elevate the language Tell the story chorally and independently create a story | Map a story Step a story Act out the story Tell the story of The King and the Moon chorally and independently | To recognise a new story can be created by recycling another Step the recycled story focusing on characters responses Act out the recycled story focusing on character explanations | | |
| | Handwriting | Daily handwriting linked to phonics lessons. Revisiting correct formation and ability to write letters on the line. Large scale writing/gross motor skills to develop fine motor control, pencil grip and handwriting. | | | | | | | |
| Spring 1 | Disciplinary Blocks | Substantive Concepts | | | | | | | Vocabulary: Dough Gobbled Gingerbread Shocked Surprised Describe Features Recycled Persuade Persuasive Boxing up Exaggerate Ingredients Terrified Petrified Materials Wood, Straw, Bricks Strong Feelings Emotions Materials |
| | | The Gingerbread Mad | The Gingerbread Man | Persuasion: Who will buy my gingerbread? | Persuasion: Who will buy my gingerbread? | The Three Little Pigs | The Three Little Pigs | | |
| | Phonics and early reading | Children assessed and streamed for phonics lessons across Reception Unit Recognise taught sounds and will start reading words containing taught sounds | | | | | | | |
| | Word Writing (transcription) | Write words using taught sounds. | Write words using taught sounds | Write words using taught sounds | Write words using taught sounds | Write words using taught sounds | Write words using taught sounds | | |



| | | | | | | | | | |
|----------|--|--|---|--|---|--|---|--|--|
| | | write simple captions as instructions Draw and label characters | Write a simple caption with an adjective | | Write persuasively create a persuasive sentence | | Write simple sentences with an adjective | | |
| | Listening and Responding (transcription) | listen and join in with a story | Create a story | Listen and join in with a persuasive piece explore persuasion through song | | Listen to and join in with a story Dance the moods in the story | | | |
| | Comprehension | map and speak a story step a story explore description through song explore description through role play | Recycle a story by changing the characters Deepen character choice through description | map and speak a persuasive piece Step and speak a persuasive piece Use role play to explore persuasion | recycle a persuasive piece and add actions to commit it to memory Use the boxing method to organise a persuasive piece | Mime the moods in a story Step and speak a story Map and speak a story | To role play feelings with speech recycle a story by changing the characters/materials Create a story with a familiar lesson learnt | | |
| | Handwriting | RWI handwriting - 1a Embedding correct letter formation. | | | | | | | |
| | | ltb | nmr | d c g | a o q | h p k | i j u | | |
| Spring 2 | Disciplinary Blocks | Substantive Concepts | | | | | | | Setting Big Small Just right Forest Heavy High Low Imagination |
| | | Goldilocks and the three bears | Goldilocks and the three bears | Recount | The Giant Turnip | The Giant Turnip | | | |
| | Phonics and early reading | Children assessed and streamed for phonics lessons across Reception Unit Recognise taught sounds and will start reading words, sentences and stories containing taught sounds | | | | | | | |

| | | | | | | | | | | | |
|----------|--|--|--|---|--|---|------------|--|--|---|--|
| | Word Writing (transcription) | draw and label settings | write sentences describing settings in the story write the opening to a recycled story write the middle of a recycled story write the end of a recycled story | | | To write a caption to show action in a story To write a story that shows action (Part 1) To write a story that shows action (Part 2) To write a story that shows action (Part 3) | | | | Recycled Opening Middle Ending Cottage Recount Point of view Feeling Role play Problem Solution Collaborate Budge | |
| | Listening and Responding (transcription) | listen to and join in with a story | | To explore the actions in a recounted piece. | listen to and join in with a story | | | | | | |
| | Comprehension | Map and speak the story step and speak the story sing the story with a focus on setting | Recycle a familiar story <small>To role play the story of Goldilocks and the Three Bears</small> | map and speak a recount step a recount use role play to deepen understanding of a recount | Role play, Map and speak the story step the story mime the story | To box up a story to show what happens | | | | | |
| | Handwriting | RWI handwriting 1a Correct formation | | | | | | | | | |
| | | e f s | v w x z | c a o | d g q | p k h | | | | | |
| Summer 1 | Disciplinary Blocks | Substantive Concepts | | | | | | | | | Throne Crown Because Greedy Hungry Tricked Sneaky Habitat |
| | | The Giant Turnip | The Sweet-Talking Potato | The Sweet-Talking Potato | Explanation | Explanation | Fox's Sack | | | | |
| | Phonics and early reading | Children assessed and streamed for phonics lessons across Reception Unit Recognise taught sounds and will read sentences and stories containing taught sounds | | | | | | | | | |

