

Year Group Curriculum Map

Year: Reception

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme/Topic The teacher will loosely plan the theme for the introductory weeks. The children's interests will then drive the planning	Marvellous Me	Let's Celebrate Autumn		Once Upon a Time	Spring Has Sprung	Are We Nearly There Yet?
Focus Subject(s)	Transition Base line Understanding the World Expressive Arts and Design	Understanding the World		Communications and Language Literacy	Communication and Language Literacy The World (science)	Communication and Language Literacy The World (geography. science)
Key Learning Objectives	<p>Children will be talking about members of their immediate family and community using pictures as prompts.</p> <p>Children will begin to develop an understanding of how families are different.</p> <p>Children will be able to name and describe people who are familiar to them.</p> <p>Children will learning compare and contrast characters from stories and discuss any similarities and differences to themselves.</p>	<p>Children will be learning recognise the people have different beliefs and celebrate special times in different ways.</p> <p>Children will be learning to explore the natural world around them.</p> <p>Children will be learning to describe what they see, hear and feel whilst outdoors.</p> <p>Children will be learning to understand the effect of changing seasons on the natural world around them.</p>		<p>Listen to stories accurately anticipating key events.</p> <p>Explore traditional tales through comparing and contrasting themes.</p> <p>Looking at the magical world of fairy tales – focusing on characters and settings. Comparing and contrasting different versions,</p> <p>Exploring stories both traditional and modern.</p>	<p>Develop an understanding of growth, decay and changes over time.</p> <p>Look closely at similarities, difference, patterns and change.</p> <p>Knows the importance for good health of physical exercise, and a healthy diet.</p> <p>Talk about ways to keep healthy.</p>	<p>Know about similarities and differences in relation to places.</p> <p>Talk about the features of own immediate environment and how environments might vary from one another.</p> <p>Talk about past and present events in own lives and in the lives of family members</p>
1. Bang Event (Wider Experiences/Opportunities)	Sharing Photos	Birthday Party for Kipper Trip to the woodlands		Making gingerbread Men Teddy Bears picnic	Visit to the woodlands	Beach Day
2. Oracy Opportunities	Provide opportunities for conversation, storytelling and role play where children share their ideas with support and modelling for adults.	Provide opportunities for conversation, storytelling and role play where children share their ideas with support and modelling for adults.		Hot seating characters from the stories Acting out stories (TFW) Role play	Provide opportunities for conversation, storytelling and role play where children share their ideas with support and modelling for adults.	Provide opportunities for conversation, storytelling and role play where children share their ideas with support and modelling for adults.

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	Asking questions to find out more each other. Provide extensive opportunities to use and embed new words in a range of contexts. Ninja Vocabulary Concept Cat Stories Helicopter Stories	Asking questions to find out more each other. Provide extensive opportunities to use and embed new words in a range of contexts. Ninja Vocabulary Concept Cat Stories Helicopter Stories			Asking questions to find out more each other. Provide extensive opportunities to use and embed new words in a range of contexts. Ninja Vocabulary Concept Cat Stories Helicopter Stories	Asking questions to find out more each other. Provide extensive opportunities to use and embed new words in a range of contexts. Ninja Vocabulary Concept Cat Stories Helicopter Stories
3.Cultivating Readers Key Text(s)	Great Big Book of Families It is Ok to Be Different Funny Bones Happy to Be Me Nick Butterworth My Family series	Leaf Man Tree; Seasons Come Seasons Go What Can You See in Autumn Kipper's Birthday The Big Book of Celebrations The Nativity Story		The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs Jack and the Beanstalk	What Can You See in Spring? The Tiny Seed Jaspers Beanstalk Oliver's Vegetables Oliver's Fruit Salad	The Snail and the Whale Mr Gumpy's Motor Car Mr Gumpy's Outing Paddington The Journey The Train Ride
4. Broaden Horizons (ambition / aspirations)	Different occupations.			Bakers	Farmer Gardner	Travel Agent Train Driver
5.Key Vocabulary	Family, same, different, body part, mum, dad, sister, brother, parents, granny/nan, grandad.	Season, autumn, leaves, red, yellow, brown, acorn, oak, conker, horse chestnut, tree, cold, mist/fog. Celebration/celebrate, Bonfire Night, Diwali Christmas.		Once upon a time, first, next, so, then, finally.	Spring, season, growth, change(s), roots, shoots, steam, leaves.	Travel, journey, climate, difference.
Applause Opportunities (<i>how work is to be celebrated</i>)	In class art gallery to display self-portraits. Family afternoon tea	Produce books for our reading area. Nativity/class assembly		Writing recipes for KS1 Making books for our reading area.	Exhibition of work.	Making travel guides Postcards to KS1
Possible Enquiry Questions	What is a family? What do I know about my family? What do I know about me? Are we all the same or are we all different?	What happens to the weather in autumn? What happens to trees in autumn? What is a celebration?		What happened 'once upon a time'? Was the big bad wolf really so bad? Should Jack have gone up the beanstalk?	What it is like in Spring? What happens to trees in Spring? How does my garden grow?	What kind of adventure would you have? Where do you want to go on holiday? How would we travel there? What should we pack?

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	Who am I and where do I come from?			If you went down to the woods today, who would you see? Can you run as fast as the Gingerbread Man?		What is it like in Summer
<p>Communication and Language</p> <p>Our curriculum is structured with communication and language at the core. Adults exploit any opportunity to reinforce taught vocabulary, modelling correct usage in different contexts. Every interaction with a child provides an opportunity to extend vocabulary. model spoken English and extend sentences. Communication and language is not specifically planned for across the year. All aspects of developing communication and language are considered throughout daily classroom practice and continuous provision. Observations, next steps and target setting support the development of individuals. Interventions are designed to support children not making the expected progress.</p>	<p>Children will be learning to understand how to listen carefully and why listening is important.</p> <p>Children will be learning new vocabulary and use it through the day.</p> <p>Children will be learning to ask questions to find out more and to check they understand what has been said to them.</p> <p>Children will be learning to articulate their ideas and thoughts in well-formed sentences.</p> <p>Children will be learning to connect one idea or action to another using a range of connectives.</p> <p>Children will be learning to describe events in some detail.</p> <p>Children will be learning to use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Children will be learning to develop social phrases.</p> <p>Children will be learning to engage in story times.</p> <p>Children will be learning to listen to and talk about stories to build familiarity and understanding.</p> <p>Children will be learning to retell stories.</p> <p>Children will be learning to use new vocabulary in different contexts.</p> <p>Children will be learning to listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Children will be learning rhymes, poems and songs.</p> <p>Children will be learning to engage in non-fiction books.</p> <p>Children will be learning to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>					

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Physical Development	PE: Hand apparatus	PE: Gymnastics	PE: Dance	PE: Gymnastics	PE: OAA – link people and communities	PE: Athletics
<p>Children will be learning to and refine the fundamental movement skills already acquired in FS1.</p> <p>Children will be progressing towards a more fluent style of moving, with developing control and grace.</p> <p>Children will be developing their overall body strength, co-ordination, balance and agility.</p> <p>Children will be developing their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Children will be learning how to combine different movements with ease and fluency.</p> <p>Children will be learning to confidently and safely use a range of large and small apparatus indoors and outside, alone or in a group.</p> <p>Children will be learning to further develop and refine a range of ball skills.</p> <p>Children will develop their small motor skills.</p> <p>Children will develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Children will be learning to further develop the skills they need to manage the school day successfully.</p>						

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PSED	Jigsaw: Being Me and My World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me
	<p>Children will be learning to see themselves as a valuable individual.</p> <p>Children will be learning to build constructive and respectful relationships.</p> <p>Children will be learning to express their feelings and consider the feelings of others.</p> <p>Children will be learning to show resilience and perseverance in the face of challenge.</p> <p>Children will be learning to identify and moderate their own feelings socially and emotionally.</p> <p>Children will be learning to think about the perspectives of others.</p> <p>Children will be learning to manage their own needs.</p> <p>Children will be learning to know and talk about the different factors that support their overall health and wellbeing.</p>					

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Literacy	Phonics: Phase 2	Phonics: Phase 2	Phonics: Phase 3	Phonics: Phase 3	Phonics: Phase 4	Phonics: Phase 4
<p>Reading Children will be learning to read individual letters by saying the sounds for them.</p> <p>Children will be learning to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Children will be learning to read a few common exception words matched to the school's phonics programme.</p> <p>Children will be learning to read simple phrases and sentences made of up of words with know letter-sound correspondences and where necessary, a few exception words.</p> <p>Children will be re-reading books to build their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing Children will be learning to form lower-case and capital letters correctly.</p> <p>Children will be learning to spell words by identifying the sounds and writing and then writing the sound with letters.</p> <p>Children will be learning to write short sentences with words with known sound-letter correspondences wing a capital letter and full stop.</p> <p>Children will be learning to re-read what they have written to check it makes sense.</p>						

Mathematics

Children will be learning to count objects, actions and sounds.

Children will be learning to subitise.

Children will be learning to link the number symbol (numeral) with its cardinal number value.

Children will be learning to count beyond 10.

Children will be learning to compare numbers.

Children will be learning to understand the 'one more than/one less than' relationship between consecutive numbers,

Children will be learning to explore the composition of numbers to 10.

Children will be learning to automatically recall number bonds for numbers 0-10.

Children will be learning to select, rotate and manipulate shapes in order to develop spatial reasoning skills.

Children will be learning to compose and decompose shapes so that they can recognise a shape can have other shapes within it, just as numbers can.

Children will be learning to continue, copy and create repeating patterns.

Children will be learning to compare length, weigh and capacity.

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Understanding The World	RE Strand: Believing Which people are special and why?	RE Strand: Believing Which stories are special and why?	RE Strand: Expressing Which places are special and why?	RE Strand: Expressing Which times are special and why?	RE Strand: Living Where do we belong?	RE Strand: Living What is special about our world and why?
<p>Children will be learning to talk about members of their immediate family and community.</p> <p>Children will be learning to name and describe people who are familiar to them.</p> <p>Children will be learning to comment on images of familiar situations in the past.</p> <p>Children will be learning to compare and contrast characters from stories, including figures from the past.</p> <p>Children will be learning to draw information from a simple map.</p> <p>Children will be learning to understand that some places are special to members of their community.</p> <p>Children will be learning recognise the people have different beliefs and celebrate special times in different ways.</p> <p>Children will be learning to recognise some similarities and differences between life in this country and life in other countries.</p> <p>Children will be learning to explore the natural world around them.</p> <p>Children will be learning to describe what they see, hear and feel whilst outdoors.</p> <p>Children will recognise some environment that are different to one in which they live.</p> <p>Children will be learning to understand the effect of changing seasons on the natural world around them.</p>						

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Expressive Arts and Design	Charanga: Me!	Charanga: My Stories	Charanga: Everyone!	Charanga Our World	Charanga: Big Bear Funk	Charanga: Reflect, Rewind, Reply
<p>Children will be learning to explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Children will be learning to return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Children will be learning to create collaboratively, sharing ideas, resources and skills.</p> <p>Children will be learning to listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Children will be learning to watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Children will be learning to sing in a group or on their own, increasingly matching the pitch, and following the melody.</p> <p>Children will be learning to develop storylines in their own play.</p> <p>Children will be learning to explore and engage in music making and dance, performing solo or in groups.</p>						