

Reception Curriculum Map

Area of learning	Autumn Term	Spring Term	Summer Term
Topics/Cultural Capital	<p>PSED/P&C/TW/HSC focus: Me and My...Body, Family, World</p> <p>CL/TW focus: Autumn - Harvest Festival, Changes, Woodland Animals</p> <p>P&C/PSED/CL: Fireworks and Festival</p> <p>TW: Light and Dark</p> <p>PSED/P&C: Christmas Nativity</p> <p>Family Learning: Phonics</p>	<p>TW/CL: Winter/Bears</p> <p>CL/PSED/L: Julia Donaldson</p> <p>CL/EMM/BI/L: Superheroes</p> <p>TW/EMM: Jungles and Rainforests</p> <p>CL/EMM/BI/L Dragons and Castles</p> <p>Trip: Linked to stories and environment</p> <p>Family Learning: Chinese New Year</p>	<p>CL/EMM/BI/L: Traditional Tales</p> <p>TW/CL: Science and Farming</p> <p>TW/CL: Mini-beasts and Life Cycles</p> <p>CL/EMM/BI/L Dinosaurs</p> <p>TW/CL/EMM/BI/L Under the Sea</p> <p>Trip: Linked to Traditional Tales</p> <p>Family Learning: Maths No Problem</p>
Discrete Teaching	<p>Phonics</p> <p>Maths</p> <p>Music</p> <p>Funky Fingers/Activate</p> <p>PATHS</p>	<p>Phonics</p> <p>Maths</p> <p>Music</p> <p>Handwriting</p> <p>PE sessions</p> <p>PATHS</p>	<p>Phonics</p> <p>Maths</p> <p>Music</p> <p>Handwriting</p> <p>PE sessions</p> <p>PATHS</p>
<p>Personal, Social and Emotional Development</p> <p>PATHS</p>	<p>Settling in and making friends</p> <p>Being a good friend</p> <p>Following routines and rules</p> <p>To be positive about change</p> <p>Becoming independent</p> <p>Introduction of PATHS curriculum</p>	<p>Being a good friend</p> <p>Following routines and rules</p> <p>Being independent</p> <p>Developing problem solving through PATHS curriculum approach and negotiation</p> <p>Listening to others and working together to find compromises</p>	<p>Being a good friend</p> <p>Being independent</p> <p>Getting ready for Year 1</p> <p>To be positive about change</p> <p>Solving problems effectively through negotiation, discussion, compromises and solutions</p>
<p>Physical Development</p> <p>Discrete PE sessions - Dance/Gym/Games</p>	<p>Mark making with control, malleable & messy play</p> <p>Begin Handwriting linked to Phonics Fairy</p> <p>Cosmic Yoga</p> <p>Exploring ways of moving and using equipment</p> <p>Dresses and undresses independently</p> <p>Can use good hygiene routines when washing hands and using the toilet</p>	<p>Writing, malleable & messy play</p> <p>Handwriting sessions</p> <p>Cosmic Yoga</p> <p>Discrete PE Sessions</p> <p>Using equipment and resources with increasing control - scissors, outdoor apparatus, den building</p> <p>Knows good food choices and ways to keep healthy</p>	<p>Mark making, malleable & messy play</p> <p>Writing</p> <p>Handwriting sessions</p> <p>Cosmic Yoga</p> <p>Discrete PE Sessions</p> <p>Using equipment and resources with increasing control - scissors, outdoor apparatus, den building</p> <p>Can take care of their bodies and understands the importance of exercise and healthy eating</p>
<p>Communication and Language</p> <p>Word of the Week</p> <p>Vocabulary development</p>	<p>Understanding and responding to questions</p> <p>Developing use of descriptive language</p> <p>Talking together in small and larger groups</p> <p>Listening to stories and able to follow accurately</p> <p>Joining in with repetitive phrases in books</p> <p>Talking about self</p>	<p>Responding to questions and asking appropriate questions of others</p> <p>Exploring descriptive language</p> <p>Talking together in small and larger groups</p> <p>Listening and joining in with familiar stories</p> <p>Beginning to retell stories using props and story sacks through imitation</p>	<p>Responding to questions and asking appropriate questions of others</p> <p>Developing use of descriptive language</p> <p>Talking together in small and larger groups</p> <p>Reading and responding to stories</p> <p>Create and invent their own stories using innovation and invention</p> <p>Draw conclusions, predict and speculate on things that interest them - use the word 'because'</p>

<p>Literacy – to be read in conjunction with Phonics Fairy approach and Ashleigh Phonics Non-Negotiables</p>	<p>Phonics - Letters and Sounds Phase 1: Rhythm and rhyme, Alliteration, Oral segmenting and blending Letters and Sounds Phase 2 - using Phonics Fairy approach Listening to and joining in with stories Talking about and acting out stories Mark making for different purposes Creating a book by retelling a story</p>	<p>Phonics Phase 3 – using Phonics Fairy approach. Phonics Apply Sessions: linked to topics taught – writing for enjoyment and purpose Reading tricky words. Listening to and joining in with stories Talking about and acting out stories Mark making for different purposes Weekly library visit</p>	<p>Phonics Phase 4 – embedding knowledge and reading CVCC, CCVC words. Reading a growing amount of tricky words. Reads and understands simple sentences. Uses phonetic knowledge to support their reading. Writes for a purposes, in simple sentences. Spells some words correctly in their writing.</p>
<p>Mathematics – to be read in conjunction with Maths No Problem EYFS approach.</p>	<p>Addition and subtraction through songs Recognising and representing numbers to 10 Number problems – verbal problems for children to discuss Beginning to identify more and fewer by comparing 2 groups Identifying ways of counting quantities accurately Using, describing and naming shapes Shapes in the environment Using MNP approach to explore methods such as five and ten frames See MNP approach for vocabulary</p>	<p>Addition and subtraction through songs Representing numbers to 15 Using and describing shapes Number through story Estimation Selecting numerals to represent amounts to 15 Exploring money Sequencing events Beginning to apply mathematical knowledge to problem solving particularly addition and subtraction Using MNP approach to explore methods such as part-part-whole addition/subtraction with numbers to 10 See MNP approach for vocabulary</p>	<p>Using and describing properties of 2D and 3D shapes Number and problem solving through stories Estimation Selecting numerals to represent amounts to 20 Exploring money Exploring time Exploring capacity Beginning to apply mathematical knowledge to problem solving and create their own problems See MNP approach for vocabulary Using MNP approach to explore methods such as part-part-whole addition/subtraction with numbers to 20</p>
<p>Understanding the World People and Communities/The World</p>	<p>News and events in their own lives and of family members Learning about Me and My...Body, World, Community Picture News Seasons – changes to animals and the environment Festivals – Harvest, Diwali, Bonfire Night, Christmas RE link: Christmas</p>	<p>News and events in their own lives and of family members Picture News Winter – environmental changes, animal hibernation Festivals – Chinese New Year, Easter RE link: Easter</p>	<p>News and events in their own lives and of family members Holidays now and then – history link Moving on, transition and change Farming and minibeasts – science link RE link: Christian Stories</p>
<p>Understanding the World Technology</p>	<p>Development of mouse control and use of a touch screen computer. Use of a range of technological equipment such as light and sound toys, remote controls, cameras, bee-bots, microphones, CD players, iPads etc.</p>		

<p>Expressive Arts and Design</p>	<p>Use of a wide range of media and techniques - painting, playdoh, collage, felt. Singing, playing instruments, dancing and moving to music or other prompts Harvest & Christmas events Exploring instruments Making and following musical patterns Exploration of tools and develop control Exploration of various construction materials Develop role play experiences</p>	<p>Use of a wide range of media and techniques - texture through materials, clay, Modroc, weaving Learning about artists within this (see Art Curriculum Mapping). Role play resources related to the ideas and experiences of the children Singing, playing instruments, dancing and moving to music or other prompts Exploration of various construction materials and how to join materials together for a purpose. Beginning to design their work before constructing or making. Use of Curiosity Shop resources.</p>	<p>Use of a wide range of media and techniques enhancing the skills learnt in Autumn and Spring terms. Learning about artists within this (see Art Curriculum Mapping). Learning about recycling, materials and their properties: waterproof materials, reflective materials. Role play resources related to the ideas and experiences of the children Singing, playing instruments, dancing and moving to music or other prompts Exploration of various construction materials and how to join materials together for a purpose. Design their own creations relating to the topic, responding to things they have seen or heard about. Labelling designs and collecting own equipment - being an independent creator. Use of Curiosity Shop resources.</p>
<p>In EYFS, although we have a brief topic outline for each term, we link our learning to the interests of the children. Through observation of the children we are able to find out about their interests and plan activities and experiences accordingly. We look at the changing world around us and also follow current national and international events, for example, The World Cup, The Olympics, royal events, festivals, etc.</p>			