

Reception Curriculum Map

	Autumn	Spring	Summer
	<u>Wonderful Me!</u>	<u>Let's Celebrate</u>	<u>Once Upon a Time</u>
	<u>Let's Celebrate</u>	<u>Once Upon a Time</u>	<u>Mad About Minibeasts</u>

→ playing and exploring → active learning → creating and thinking critically →

PRIME AREAS

Personal, Social & Emotional Development	→ <u>Class Contract</u> → feelings board, feelings fans, Mr. Face all part of continuous provision → <u>Daily welcome time with songs</u> → <u>Student of the Week, Smileys, WOWs to celebrate achievements</u> → <u>Helper of the Day system</u> →					
	SEAL: New beginnings	Getting on & falling out. Say no to bullying	Going for goals	Good to be me	Relationships	Changes
Communication & Language	Ongoing speaking & listening activities linked to main topics. Decide on key vocabulary linked to these topics & specific activities. Give chn meaningful opportunities both to speak and to listen: E.g. Games which involve listening/environmental/instrumental sounds. Identifying long/short, high/low sounds (link to RWI - stretchy & bouncy). Paying attention when others are speaking (i.e. Class Contract). Sharing rhymes, books & stories from many cultures including using languages other than English (e.g. Polish). Predicting, speculating, explaining. 'Rhyme Time' bag. Talking through & sequencing the stages of tasks together. Expressing feelings & talking about experiences (e.g. feelings board, Mr. Face, feeling fans, WOW cards). Using mirrors when making different sounds. Talking about similarities in rhyming words. Listening area. Thinking time. Collaborative tasks. Talking about & planning tasks.					
Physical Development	→ <u>Daily action rhymes</u> → <u>Daily fine motor activities</u> → <u>Weekly apparatus</u> → <u>Early Years Movement Programme Activities</u> → (Vocabulary of movement, manipulation & of instruction; Moving and using tools safely; Health Awareness)					
	Spatial awareness games	Dance	Dance	Gymnastics	Games	Athletics

SPECIFIC AREAS

Literacy	Ongoing reading & writing activities linked to main topics. Decide on key vocabulary linked to these topics & specific activities. Finding out information from non-fiction texts. Using big books, ICT, technology. Story sacks/boards & props for use in the setting & at home. Helping chn to identify the main events in a story & to enact stories, as the basis for further imaginative play. Word banks & writing resources for indoor & outdoor play. Role-play areas with listening & writing equipment. Fun activities & games that help chn create rhyming strings. RWI: Daily systematic synthetic phonics sessions. Identifying letter sounds. Recalling words seen frequently, such as green words/friends' names (e.g. Helper of the Day system, class labels, high 5 board). Oral blending of sounds to make words, segmenting words into sounds. Demonstrate writing so that chn can see spelling in action. Expect children to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts. Support & scaffold individual children's reading & writing (1:1 reading, RWI, phonic games, library times...).					
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Mathematics	Ongoing number and Shape, Space & Measures activities. Link to topics where applicable. ABACUS interactive resources and planning. Ten Town Teaching - multisensory, interactive number activities with songs, rhymes, games. Continuous & enhanced provision examples: Numerals in all areas. Discuss problems & the different solutions and methods. Use mathematical vocabulary & demonstrate methods of recording, using standard notation where appropriate. Give EAL children opportunities to work in their home language to ensure accurate understanding of concepts (e.g. Polish numbers). Collections of interesting things to sort, order, count and label. Tactile numeral cards. Matching activities. 100 square. Encourage chn to count the things they see & talk about & use numbers beyond ten (e.g. Helper of the Day-register maths). Number games, lines and books. SSM games e.g.: asking 'silly' questions regarding size; play peek-a-boo revealing shapes a little at a time & at different angles; being robots to use everyday words to describe position & direction. Use of mathematical names for 'solid' 3D shapes & 'flat' 2D shapes, & mathematical terms to describe shapes. Areas where chn can explore the properties of objects & where they can weigh & measure. Opportunities for chn to describe & compare shapes, measures & distance.					
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People & Communities	Sharing feelings. Explaining carefully why some chn may need extra help/support for some things, or why some feel upset. Share & celebrate a range of practices & special events. Preserve memories of special events. Provide activities & opportunities for chn to share experiences & knowledge. Use modern photographs of parts of the world that are commonly stereotyped & misrepresented. Help chn to learn positive attitudes & challenge negative attitudes & stereotypes. Visit different parts of the local community. Provide role-play areas with resources reflecting diversity. "Our community" display. Invite people from a range of cultural backgrounds to talk about aspects of their lives or work.					
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	All about me: How I have changed. My address & route to school. Places I like. Making maps & environments.	Remembering special vents in their own lives. (Remembrance Sunday)		Animals & their babies. Naming and sorting animals. Life cycles. Plant growth.	How my body moves. Investigating how things move. Road safety.	Identifying sounds and how we hear.
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	Christianity. Special times: How do Christians celebrate harvest? Special stories: Stories about Jesus. Stories told by Jesus: Special people. How was Jesus special? Special times: What is the meaning of Christmas?	Belonging-Christianity. Who were Jesus' special friends? Special times: infant baptism. Special place: church. Special book: the Bible. Special times: Easter story and lent.		Introducing Buddhism. Introducing Judaism.	
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	Help chn to notice & discuss patterns around them. Examine change over time & change that may be reversed. Use appropriate words & correct terms to help chn make distinctions in their observations. Help chn to find out about the environment. Pose carefully framed open-ended questions. Give opportunities to record findings. Provide stories that help chn to make sense of different environments. Provide stimuli & resources for chn to create simple maps & plans, paintings, drawings & models of known & imaginary landscapes & environments.					
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	Ourselves. Naming body parts, how I have changed, my body & keeping healthy.	Ourselves- my senses Light & Dark. Old and new toys.	Grouping and changing materials. Homes long ago. Match traditional tale character to home.	Identifying features in the local environment. How we affect local environment.	How transport has changed.	Identifying features of weather & seasons.
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Technology	Encourage chn to speculate on the reasons why things happen or how things work. Support chn to coordinate actions to use technology, e.g. call a telephone number. Teach & encourage chn to click on different icons. Provide a range of materials & objects to play with that work in different ways & for different purposes, e.g. egg whisk, torch, pulleys, construction kits, tape recorder. Provide a range of programmable toys, as well as equipment involving ICT, such as computers.					
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	Controlling simple ICT equipment: Develop mouse skills.	Responding to images and sounds on a screen.	Using a painting programme.	Using letters and words.	Use a programmable toy.	Handling information (weather charts etc).
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Expressive arts and design	Talk to chn about finding out what they can do with different media & what happens when they put different things together. Encourage chn to notice changes in properties of media as they are transformed. Talk about what is happening, helping them to think about cause & effect. Help chn to gain confidence in their own way of representing ideas. Be aware of the link between imaginative play & chn's ability to handle narrative. Carefully support chn who are less confident. Help chn communicate through their bodies by encouraging expressive movement. Introduce descriptive language. Provide resources for mixing colours, joining things together & combining materials. 'Holding bay'. Provide a stimulus for imagination by introducing atmospheric features in the role play area, e.g. sounds of rain beating on a roof, or a spotlight to suggest a stage set. Dressing-up materials & instruments. Provide opportunities indoors & outdoors & support the different interests of chn.					
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	Observational sketches: self-portraits. Colour recognition work.	Colour recognition work. Crafts linked to Christmas: light & dark/shiny & dull.	Investigating materials.	Observational sketches: plants. Sculpture: animals.	Collage-transport pictures. Things that move patterns.	Weather/seasons artwork.
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Investigate cutting, joining & finishing. Use simple tools safely.

	Ongoing skills: Learning new songs. Number & action rhymes. Singing as a group. Rhythm.	Ongoing skills: Christmas. Listening games for senses work.	Ongoing skills: Learning new songs. Pitch and tempo.	Long & short of it.	Ongoing skills: songs from memory. Identifying sounds in the local environment. Sound lotto.	What's the score? Recognise and explore instruments.
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