



## Reception Curriculum Map



| Areas of Learning          | Learning Project - Why do leaves go Crispy? / Mini Project - Getting to know you  | Learning Project- Can I have a dog yet?   | Learning Project- Why do dragons exist?   | Learning Project- Are eggs alive?  | Learning Project- Why do spiders eat flies?   | Learning Project- Why can't I have chocolate for breakfast? Mini Project - Superheroes   |
|----------------------------|---|---|---|--|---|--|
|                            | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
| Communication and Language | <p>Introduce and develop social phrases as part of their routine</p> <p>Talk about themselves and their families. Learn new vocabulary related to families and themselves and the Autumn theme. Ask questions to find out more about each other. Develop the skills of listening and why it is important. Engage in stories / non-fiction books to learn new knowledge and vocabulary.</p> <p>Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs (in preparation for Harvest)</p> <p><i>Core Poetry/Song</i><br/>Leaves turn orange</p> | <p>Children use listening skills to listen to and talk about stories to build familiarity and understanding. They learn and use the new vocabulary taught, during their play. Ask questions to find out more and clarify understanding - visit from dog owner. Engage in non-fiction books linked to animals. Children learn the names of animals and discuss which animals could be kept as pets and explain how we need to care for them. Children learn to connect one idea to the next and express this in speech using a range of connectives. Listen carefully to rhymes and songs, paying attention to how they sound. Learn songs (in preparation for Nativity).</p> <p><i>Core Poetry/Song</i><br/>BEwARe - Zim, Zam Zoom<br/>Hickory Dickory Dock</p> | <p>Use of fairy tales and other stories for children to listen to stories on themes of dragons and castles. Role play and act out stories linked with castles and dragons - adults to extend this play modelling the language. Use a range of tenses when talking about the past and present. Build vocabulary that reflects the breadth of their experiences of castles in the past and now. Encourage children to reflect on their learning experiences using such vocabulary. Talk about the ways in which experts care for reptiles. If you were king or queen for a day what would you do?</p> <p><i>Core Poetry/Song</i><br/>Let's invent a monster- Zim, Zam Zoom<br/>London Bridge<br/>Hot Cross Buns<br/>The Queen of Hearts</p> | <p>Role play and act out linked stories and themes to farms and animals Dress as 'characters'/ people from the stories and discuss / ask questions about their roles. -Ask questions about animals, life cycles, habitats and farms. A mother duck leaves a letter to the children that she has lost her ducklings. Can we help her? Take notes of responses. Encourage children to recount the experience of observing the chicks hatching - (to parents/other pupils and teachers in school). In the correct order and using connectives.</p> <p>Play listening games focussed on auditory discrimination. Encourage children to share and compare their own experiences of farms or pet shops with the group</p> <p><i>Core Poetry/Song</i></p> | <p>Children are engaged in stories related to mini beasts. They perform a shared retell of the hungry caterpillar. They are then encouraged to innovate on this story to create their own.</p> <p>They watch short video clips and use verbs to discuss what the action looks like? Which insect would move like this?</p> <p>Practise retelling their own and familiar stories using a map and actions. Use Superworm to innovate on - children create their own 'super bug'. They describe their abilities using full sentences and connectives.</p> <p><i>Core Poetry/Song</i><br/>Slowly, Slowly<br/>Here is the beehive<br/>I know an Old Lady</p> | <p>Children learn about and discuss ways of being healthy. They can describe ways to be healthy and which foods are nutritious. They prepare healthy snacks, describing taste and texture. Discuss senses using pictures of the senses as prompts. Children orally recount their walk to the seaside. They use connectives to sequence the events. Use of superhero stories - compare and contrast the characters. Children begin to critically evaluate the stories and their characters</p> <p><i>Core Poetry/Song</i><br/>Hey Let's go- Zim, Zam Zoom<br/>Alliteration songs-<br/>Peter Piper<br/>Betty Butter<br/>Pat-a-Cake</p> |



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|                      | <p>Cauliflowers<br/>Fluffy<br/>Dingle, dangle<br/>scarecrow<br/>The Squirrel<br/>10 green bottles<br/>Here we go<br/>around the<br/>mulberry bush<br/>Children learn<br/>the poem Life<br/>doesn't frighten<br/>me - Maya<br/>Angelou</p>  | <p>Two little dicky<br/>birds</p>  |   | <p>Pirate Pete- Zim,<br/>Zam Zoom<br/>Mary, Mary quite<br/>contrary<br/>Mary had a little<br/>lamb</p>   |  |   |
| <p>PSHE<br/>PSHE</p> | <p>Develop their knowledge of themselves and what makes them unique - 'me in a nutshell' bags. Help children to see themselves as individuals with unique qualities and characteristics and feelings - use this to support them to respect those of others. Help them to build positive, respectful relationships. What does being Ready, Respectful and Safe mean / look like?</p> <p><b>Being Me In My World</b></p> <p>Self-identity<br/>Understanding feelings<br/>Being in a classroom<br/>Being gentle<br/>Rights and responsibilities</p> | <p>Build constructive and respectful relationships. Children are encouraged to show resilience and perseverance in the face of challenge. Think about the perspectives of others. Children to bring pictures from home and create their 'family trees'. Children to practise these skill as they work together to design an agility course for their 'puppy'.</p> <p><b>Celebrating Difference</b></p> <p>Identifying talents<br/>Being special<br/>Families<br/>Where we live<br/>Making friends<br/>Standing up for yourself</p> | <p>Learn how knights protected their kings and queens and how brave they were</p> <p>Learning a Knights code - what is our classroom code? Code at home?</p> <p>Look at the entertainers eg jugglers - practise throwing and catching skills- growth mindset - not giving up / resilience</p> <p><b>Dreams and Goals</b></p> <p>Challenges<br/>Perseverance<br/>Goal-setting<br/>Overcoming obstacles<br/>Seeking help<br/>Achieving goals<br/>Jobs</p> | <p>Shared write a list for how farmers care for animals</p> <p>The animals in the story were good friends to the duck. Talk to the children about how it is important to be a good friend<br/>Talk to children about what we get from different animals that live on a farm e.g. eggs / clothes / milk</p> <p>Circle time games<br/>Encourage children to sing songs as part of a group. Sing Old MacDonald using props and masks to act out the song - accepting all ideas and answers as equal.</p> <p>Work as part of a small group and encourage children to take turns in games such as pairs<br/>Children in a circle, 'I went to the farm and I saw...'</p> <p>Make warning labels and signs to protect our</p> | <p>Discuss allergies and that we must protect some people from harm. Such as peanut allergies or insect stings. Make warning posters to warn about dangerous insects e.g wasps</p> <p>Consider how we can help minibeasts with bug hotels and other environment support / flowers / water etc. What should we do when we see a Spider indoors? Or a worm in the garden?</p> <p>Give children the opportunity to rise to a challenge and push themselves. Can they work together to read instructions for making jelly superworms? Can they Follow instructions in small groups and work together in harmony?</p> <p><b>Relationships</b></p> | <p>Discuss healthy foods and how to keep ourselves healthy with Gym/yoga. Raise awareness of online health.</p> <p>Teach children to match feelings and behaviour. Discuss behaviour as a result of feelings - is it acceptable? Does it help? Plan positive steps of what we can do when we feel x or we do y?</p> <p>Can children grow their own grassheads? Or Cress? - Teaching the idea of patience and caring for something to help it to grow. Can they relate this knowledge to Can I have a dog yet or are eggs alive?</p> <p><b>Changing Me</b></p> <p>Bodies<br/>Respecting my body<br/>Growing up<br/>Growth and change<br/>Fun and fears</p> |



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|                                    |   |   |   | <p>eggs and help keep them safe.</p> <p><b>Healthy Me</b></p> <p>Exercising bodies<br/>Physical activity<br/>Healthy food<br/>Sleep<br/>Keeping clean<br/>Safety</p>   | <p>Family life<br/>Friendships<br/>Breaking friendships<br/>Falling out<br/>Dealing with bullying<br/>Being a good friend</p>   | <p>Celebrations<br/>Transition</p>   |
| <p><b>Physical Development</b></p> | <p>Support children to refine the movements they have developed in Nursery (climbing, riding, balancing, hopping, jumping). Children will learn how to use one handed tools with increasing control. They will develop the skills to choose tools appropriate for purpose and work cooperatively with peers. They will learn to use a knife and folk independently (involve parents to support with this at home).</p> <p>Practise getting changed for PE and dressing themselves afterwards.</p> | <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently - focus on eating with a knife and fork. Also refine cutting skills with scissors. Children to 'test' their agility course - Combining different movements with ease and fluency? Children will work cooperatively outdoors and indoors - safely using resources and apparatus. They will use outdoor equipment to develop overall body-strength, balance, co-ordination and agility.</p> | <p>Work together to make a large castle for the role play area using boxes/card etc.</p> <p>Challenge the children in teams. Who can build the tallest tower?</p> <p>Fill the water tray using tubs to prepare for the kings royal bath. Which tubs are best- how can you travel with the tubs of water?</p> <p>Role play water carriers with large jugs of water</p> <p>Use outdoor and natural equipment to make dragon caves.</p> <p>Take part in a knight's challenge using hobby horses.</p> | <p>All chn to follow instructions to make kites and fly them outside. Create a windy day weather dance using kites and different thick ribbon strands. Seed sorting with tweezers to strengthen fine motor skills.</p> <p>Tennis/balls to aim at different farm animals.</p> <p>Encourage children to explore different ways of moving to represent different farm animals. Roll in the mud, peck the ground etc. Set up hall with apparatus and mats. Tell the children that they are farmers moving around the farm and encourage them to explore different ways of moving. Through muddy tracks, up hay loft ladders etc. - Create directional instructions for the farmers to follow in the hall. 'Climb up the hay loft ladders,'</p> | <p>Use verb cards to act out the story with the children. Encourage them to experiment with different ways of moving</p> <p>Use wire and found materials to construct mini beasts on a large scale.</p> <p>Use clay to model and sculpt detail on a mini beast.</p> <p>Children weave their own spider's web in the fence or around equipment.</p> <p>Hold a snail race where children have to move as slowly and as controlled as possible. The winner is the last over the finish line.</p> | <p>Plan and make healthy kebabs cutting the fruits carefully and with control. Plan and make smoothies preparing the portions of fruit and veg.</p> <p>Encourage children to explore different ways of moving to represent different heroes</p> <p>Set up hall with apparatus and mats. Tell the children that they are heroes saving the day or baddies creeping up on people and encourage them to explore different ways of moving. Through muddy tracks, up hay loft ladders etc.</p> <p>Use previous learning of verbs and positional language to create directional instructions for heroes to follow or make superhero training obstacle courses.</p> |



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|          |  |  |   | 'Crawl through the pig sty,'<br>'Jump forwards into the puddle.'  |   |  |
| Literacy | <p><b>Key Texts</b><br/> <b>Owl babies</b><br/> <b>The Little Red Hen</b><br/> <b>The Enormous Turnip</b><br/> Leaf Man<br/> <b>Stick Man</b><br/> Scaredy Squirrel<br/> <b>Room on the broom</b><br/> Non-fiction - seasons / woodland animals / Autumn.<br/> <b>Key knowledge</b><br/> Children talk about stories read to them, using new vocabulary. Children will retell familiar stories eg The Little Red Hen<br/> Read letters and say sound. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences<br/> Develop writing own name, correct letter formation. Begin to spell words by identifying the sound and writing the grapheme.</p> | <p><b>Key Texts</b><br/> <b>The Gruffalo</b><br/> Hairy McClarey from Donalson's Dairy<br/> That Pesky Rat<br/> Dogs<br/> Odd Dog Out<br/> Don't let the pigeon drive the bus / The Pigeon wants a puppy<br/> Rumble in the Jungle<br/> Rabbit's Nap<br/> Fox'S socks<br/> Hide and Seek Pig<br/> <b>The Elf and the Shoemaker</b><br/> NF Texts - pets / animals<br/> <b>Key knowledge</b><br/> Children to write labels, lists - linked to vets role play area. They begin to read simple sentences/phrases (including common exception words).<br/> Learn to write simple sentences with a capital letter and full stop within their phonics session, during continuous provision and in guided writing sessions based on the book of the week (Love to Read/Write/Talk session).</p> | <p><b>Key Texts</b><br/> <b>Zog</b><br/> The Egg<br/> The Knight and the dragon<br/> The Paper Bag Princess<br/> Kassim and the Greedy Dragon<br/> Room on the broom<br/> <b>Princess and the Pea</b><br/> <b>Rapunzel</b><br/> <b>Jack and the Beanstalk</b><br/> NF text: Castles, Knights<br/> <b>Key knowledge</b><br/> Look carefully at videos of reptiles. Work together to describe them. Use speech bubbles to create a conversation between a dragon and a knight. What would they say to each other?<br/> Collect words that describe dragons.<br/> Write a description of an imaginary dragon</p> | <p><b>Key Texts</b><br/> Egg drop<br/> Six Little Chicks<br/> The Odd Egg<br/> Rosie's Walk<br/> Chicken Licken<br/> <b>Farmer Duck</b><br/> <b>The Gingerbread man</b><br/> In the pond<br/> Chicken Nugget<br/> What the Ladybird Heard<br/> NF Text: From Egg to chicken<br/> <b>Key knowledge</b><br/> Listen to, share and explore a range of books including non-fiction.<br/> Write about and describe experiences using photographs from farm trip.<br/> Make information books or leaflets about animals on the farm<br/> Write an imaginative story about a farm.</p> | <p><b>Key Texts</b><br/> Aaaarrgghhh<br/> Spider!<br/> Superworm<br/> <b>The very Hungry Caterpillar</b><br/> The diary of a spider<br/> The Tiny Seed<br/> I'm just not keen on spiders<br/> NF Text: Minibeasts<br/> <b>Key knowledge</b><br/> Make a zig zag book telling the story of the life cycle of a butterfly.<br/> Make information signs for a mini beast zoo.<br/> Write a class poem using an adjective/noun/v erb pattern e.g. a black spider spinning, a red ant marching,<br/> Write adventurous stories about minibeasts Lucy the Ladybird or Sid the Spider<br/> Make warning posters to warn about dangerous insects e.g wasps<br/> Children to create - draw and label their own superbug - write a sentence about what they can do.<br/> He can .....</p> | <p><b>Key Texts</b><br/> Supertato<br/> Supertato - Evil Pea Rules!<br/> I will not ever never eat a tomato<br/> I really wonder what plant we are growing<br/> I want to be much more bigger like you<br/> <b>Handa's Surprise</b><br/> NF Text: Planting and growing<br/> <b>Key knowledge</b><br/> To make a zig zag book with instructions of how to make a cake or sandwich.<br/> Write descriptions of food and how they change state such as chocolate melting and freezing.<br/> Write instructions of how to clean teeth.<br/> Invent an imaginary chocolate bar, design the wrapper and write a list of ingredients. To review their chocolate bar.<br/> Re-tell a familiar story.<br/> Read Supertato or stories and use it as a stimulus for children to make descriptions of characters and build their vocabulary. Ask chn what does Supertato or x look like? Sound like? Act like?</p> |



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| <p><b>Maths</b></p>   | <p><b>Key knowledge</b><br/>Children will count actions and sounds and play games to support subitising. They will understand the cardinal principle (beginning with a small set). Sing number songs and recite numbers up to 10 and beyond. Understand the language of more and less when comparing quantities. They will use positional and ordinal language linked to the story Scaredy Squirrel and linked map work. They will talk about pattern and size-linked to transient art work.</p> | <p><b>Key knowledge</b><br/>Children will count actions and sounds and play games to support subitising. They will understand the cardinal principle (beginning with a small set). Sing number songs and recite numbers up to 10 and beyond. Understand the language of more and less when comparing quantities. They will use positional and directional language linked to the children's agility course. They will Compare length and weight of animals in the role play areas.</p> | <p><b>Key knowledge</b><br/>Children explore the composition and decomposition of numbers to 10. They will compare quantities of objects linked to the theme eg jewels/dragon eggs, using appropriate mathematical language. They will also compose and decompose shapes as they create 2D and 3D dragons/castles.</p>   | <p><b>Key knowledge</b><br/>Children learn number bonds to 10 (using a 10 frame / The part whole model to 10) They will understand consecutive numbers and be able to show one more/less than a number. Children to create simple pictograms. They will compare weight, length and capacity - linked to the role of a farmer.</p>  | <p><b>Key knowledge</b><br/>Children compare quantities in the context of the theme (eg. minibeasts) They count verbally beyond 20, recognising the pattern of the counting system. Children will practise subitising to 5 and recalling number facts using the context of the theme.</p>  | <p><b>Key knowledge</b><br/>Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. They verbally count beyond 20, recognising the pattern of the counting system.</p>  |
| <p><b>Understand-ing of the world</b></p> <p>Science<br/>History<br/>Geography<br/>RE</p> | <p><b>Key knowledge</b><br/>Develop their knowledge of themselves now and in the past - their bodies/ growth / life cycle / families. Explore the natural environment in our school grounds and also a trip to the woods. Collect and Investigate autumn 'treasures' and name them. Learn about seasonal change and select a tree to observe over the year. Begin a weather diary. Children visit a church at Harvest. They</p>  | <p><b>Key knowledge</b><br/>Children explore domestic animals and exotic pets - where do they come from? - explore their natural habitat and compare these environments with ours - what is the same/different? Linking to that Pesky rat look at cityscapes - discuss/sort rural and urban settings. We begin to identify, name and classify animals. Discuss features and name parts of their bodies - compare. Learn</p>  | <p><b>Key knowledge</b><br/>Using different materials to build castles / explore properties and why they would be appropriate for different purposes.. Mixing potions - observing changing states of matter. Create a map of where the 'dragon eggs' were found in our garden. Link to Puff the Magic Dragon and the island of Honalee and draw maps locating his cave. Fairy tale castles - look at photographs - where are they?</p> | <p><b>Key knowledge</b><br/>Children observe / record changes in chicks hatching and growing. Animals that lay eggs - explore their natural environments. Talk about the similarities and differences. Children to sort animals that do and don't lay eggs. Year 1 children will compare the structure of animals. Life cycle of a chicken. Explore materials. E.g. egg shells, fluff, fur, string etc and for chn to sort them into different groups explaining their</p> | <p><b>Key knowledge</b><br/>Visit to Butterfly World - children to describe that environment how does it feel? How is it different to ours? Observe stages of life cycles / tropical plants Compare the habitats of mini beasts. Year 1 children to compare the structure of insects/amphibia ns/birds/fish What kind of environment do they like - create a mini-beast hotel in the garden. Children to look at plan of our garden and design</p> | <p><b>Key knowledge</b><br/>Exploring healthy lifestyles - occupations - who keeps us healthy? Fruit and veg - where do they come from? Can they grow in this country? - Explore the effects of the sea on the sand Summer season - follow a map to the beach - spot features of our locality on the way. Investigate Fruit and veg - where do they come from? How do they grow? - sort Taking care of seeds from last half term - is it time to plant</p> |



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|  | <p>also discover Shabbat.</p>   | <p>about their natural habitat<br/>Explore the role of a vet - role play.<br/>Observe our outdoor environment for wild animals / birds. Erect a bird feeder and make a log of the birds visiting.</p> <p>Children learn about the meaning of Christmas and how Christmas is celebrated in churches.</p>   | <p>What would it be like to live in a castle?<br/><br/>Children look at the bible and listen to some stories that Jesus told. They also find out about other holy books.</p> <p>How can we make the car go faster?<br/>Investigating speed using ramps and force. What happens if you raise/lower the ramp? How could we slow it down? Can you record? How?</p>   | <p>sorting.<br/>How do ducks keep their feathers dry? (experiment).<br/>Role of a farmer - visit to a farm.<br/>Role play area - farm. How is this environment different to ours?<br/><br/>Children find out how tractors have changed and other modes of transport within living memory.<br/><br/>Space?<br/><br/>Children learn about Easter and Easter celebrations in churches.</p>  | <p>improvements to it/<br/>Visit local garden centre to buy seeds and plant them in our outdoor area.<br/>We look at special buildings for different faiths and how people worship there. (Mandir, church, synagogue, Buddhist Rupas)</p>   | <p>more - which month?<br/><br/>Keeping our bodies healthy - food choices/activities /care routines - dental hygiene.<br/>We look at special buildings for different faiths and how people worship there. (Mandir, church, synagogue, Buddhist Rupas)</p>  |
| <p><b>Expressive Arts and Design</b></p> <p>Music<br/>Art<br/>DT<br/>Computing</p> | <p><b>Key knowledge</b><br/>Create self-portraits. They listen to Little help from my friends - The Beatles.<br/>.Children learn to mix colours and focus on Autumn colours. Paint Autumn trees - pointillism using cotton bud for leaves - Georges Seurat<br/>Children learn to recognise and replicate a steady beat (use body percussion - link to tapping syllables)<br/>Children listen to Learn to sing and perform harvest songs for an audience.<br/>Look at the work of Andy Goldsworthy - Create Transient art pictures using</p> | <p><b>Key knowledge</b><br/>Walking in the jungle song/dance<br/>Children listen to music of different cultures eg. Ladysmith Black Mambazo<br/>Inkanyezi Nezazi - move to it with expression. They learn to recognise changes in pattern and tempo.<br/>Animal yoga movements controlling gross motor skills.<br/>Children use simple shapes as basis for drawing pigeons and other animals<br/>Teach children to draw Odd Dog Out - design their own use the back page for inspiration.</p> | <p><b>Key knowledge</b><br/>Children to follow steps to draw their own castle using their key knowledge of the different parts and where they are on a castle.<br/><br/>Children to use inspiration from Jean-Michel Basquiat's work (Pez Dispenser) - use of vivid colour to paint their own dragon with a crown<br/>Make 3D sculptures of dragons<br/><br/>Follow instructions to make Queen of Hearts jam tarts and begin to notice how the state changes before and after it is cooked.</p> | <p><b>Key knowledge</b><br/>Sing songs relating to farm.<br/>Children to innovate on 'Old MacDonald Had a Farm' and have props available.<br/>Model how to use oil pastilles to become the illustrator in Mini Rabbit not lost.<br/>Discuss the word illustrator and what techniques they have used in the images.<br/>Children follow the steps to draw chicks.<br/>Make observational drawings of Spring flowers.<br/><br/>Children will use the stimulus of the sounds that insects make to explore rhythm. They will recognise</p> | <p><b>Key knowledge</b><br/>Use knowledge of oil pastilles to make long grass pictures and hide mini beasts within the grass.<br/>Explore the position of the mini beasts in the long grass.<br/>Children explore images of Blossom and make their own using ginger painting techniques.<br/>Children learn to collage and use Eric Carle style bugs as a stimulus.<br/>Bubble wrap printing - honeycombs<br/>Collect sticks - scissors, string and wool and show pictures of real webs and woven webs.<br/>Describe what is the same and</p> | <p><b>Key knowledge</b><br/>Observational drawings of vegetables/fruit<br/>Use Frida Kahlo's Viva la Vida for inspiration.<br/>Children to print and paint the arrangement of watermelon.<br/>Children create own flower head bands inspired by Frida Kahlo's paintings.<br/><br/>Children to create collage (sea scape) based on The Great Wave by Hokusai<br/><br/>Children to design their own fruit smoothies and make them.<br/>Listen to John Williams theme from Superman<br/>Compose theme tunes for superheroes using</p> |



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|                                | <p>Autumn leaves, conkers, fir cones, sticks, etc... large and small scale (indoor and outdoor) Use the book Leaf Man. Children to represent themselves.</p>  | <p>Look at the structure of jungle animals - use a variety of tools to make clay ones.<br/> <b>Create a balloon puppy - use different joining techniques - which works best with this material</b><br/>         Use shaving foam and paint to make marble patterns for different animals e.g. tiger stripes or spotty dogs etc. Paint a jungle environment to match the animal they marble. Use Henri Rousseau - Surprised as a stimulus to discuss camouflage.<br/>         Make swirling snakes using painted paper plates and add different shape patterns (practise cutting skills)<br/> <b>Sing and perform Christmas carols for church visit / nativity</b></p> | <p>Listen to some Baroque music - Handel's Hallelujah from Messiah/Vivaldi/Bach. Watch Kingdom dance (from Tangled) and begin to move rhythmically to the music. Can children move appropriately and talk about their movement choices? Clap to the beat in a circle as children partner dance.<br/><br/>         Children to learn the words and perform Puff the magic dragon with expression and noticeable differences in high and low notes.</p> | <p>rhythms - building on their experience of this earlier in the year. Children plan and make animal masks. Encourage children to mix colours and to add extra details using different resources<br/>         Plan images and resource lists. Then children make puppets to represent characters from stories read so far.</p> | <p>what is different. Begin to make a large-scale whole class web practising in and out techniques.<br/><br/>         Children to create their own superbug. They can select their own materials and decide how to decorate it e.g paint/collage playdough etc<br/><br/>         Children to listen to some classical music Mozart Rondo alla Turca /Beethoven's 5<sup>th</sup> Symphony (explore instruments - they begin to name and discriminate between them, replicating familiar sounds.</p> | <p>instruments - perform their creations.<br/>         Creative wind chimes<br/>         Learn a windy weather dance<br/>         Make own version of old macdonald<br/><br/>         Children to attend a live performance.<br/>         Musical theatre.</p> |
| <p><b>Engagement Ideas</b></p> | <p>Beginning of Term - children bring in family photos for their family tree.<br/>         Autumn explorers- encourage children to collect treasures.<br/><br/>         Towards the end of the half term - trip to woods (Wynyard) linked to Scaredy squirrel. Children follow simple trail (map) and collect</p> | <p>Beginning of Term - Children have a visit from a pet. They plan and ask questions about the pet and learn how to look after them.<br/><br/>         Towards the end of the half term - A visit from Jay's animals and children to learn about unusual pets e.g. reptiles/ arachnids</p>  | <p>Beginning of Term - Host a banquet in our class castle. Children to formerly invite their parents<br/><br/>         Towards the end of the half term - Visit a castle and explore the different rooms and environments and learn what it was like to live there.</p>   | <p>Beginning of Term - Delivery of eggs from the Living Eggs company. Children to observe the chick eggs in the incubator and learn how eggs hatch, how to look after them and to see the life cycle of a chick.<br/><br/>         Towards the end of the half term - Visit a city or rural farm where there are</p>           | <p>Beginning of Term - Visit a local woodland where children can see lots of minibeasts (Summerhill) Hold a minibeast hunt and take collection pots, magnifying glasses, trowels, rakes and digital camera to take photos to study at school.<br/><br/>         Towards the end of term- Invite parents into</p>   | <p>Beginning of Term - Visit the local supermarket and school kitchen. Look at and discuss a range of foods such as fruit, veg, meat, fish etc.<br/><br/>         Walk to the beach - features of our locality. Transient art on the beach.</p>                |



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|  | autumn treasures.  |  |   | opportunities to see newly born animals and experience what they know about living on a farm.<br><br>Visit the local pond to see ducks and ducklings in their natural habitat.  | school to make minibeast hotels, provide food and shelters.  |   |
| <b>Key Links to Curriculum Drivers (Memorable Experiences)</b> | <p><b>Partnership with parents</b> -</p> <ul style="list-style-type: none"> <li>- Transient art session</li> <li>- Talk matters parent session - Play with me</li> <li>-Pumpkin Carving Session</li> <li><b>Cultural experiences</b> eg music/artists -</li> <li>The Beatles - A little help from my friends</li> <li>Andy Goldsworthy</li> <li>Georges Seurat</li> <li><b>Seasonal / religious celebrations</b> -</li> <li>Harvest festival</li> <li>Halloween</li> <li><b>Visits / Visitors</b> -</li> <li>Trip to woods/</li> <li>Visit Church</li> </ul> | <p><b>Partnership with parents</b> - Talk matters parent session - Talk with me</p> <ul style="list-style-type: none"> <li>Nativity performance</li> <li><b>Cultural experiences</b> eg music/artists -</li> <li>music of different cultures</li> <li>Ladysmith Black Mambazo</li> <li>Inkanyezi Nezazi</li> <li>Henri Rousseau</li> <li><b>Seasonal / religious celebrations</b> -</li> <li>Bonfire Night</li> <li><b>Visits / Visitors</b> -</li> <li>Visit from dog's trust and dog owner/</li> <li>Visit a pet shop</li> <li><b>Curriculum enhancement</b> -</li> <li>Dogs Trust Visit.</li> </ul> | <p><b>Partnership with parents</b>- -</p> <ul style="list-style-type: none"> <li>Invitation to make at home 3D castle models.</li> <li>- Talk matters parent session -</li> <li>Listen to me</li> <li><b>Cultural experiences</b> eg music/artists -</li> <li>Baroque music -</li> <li>Handel's Hallelujah from Messiah/Vivaldi/Bach.</li> <li>Jean-Michel Basquiat</li> <li><b>Seasonal / religious celebrations</b> -</li> <li>- A Chinese new year celebration</li> <li>-Pancake day/</li> <li>lent</li> <li><b>Visits / Visitors</b> -</li> <li>Visit from Jay's animal encounters</li> <li><b>Curriculum enhancement</b> -</li> <li>Jay's animals visit</li> </ul> | <p><b>Partnership with parents</b> - Talk matters parent session - sing songs and rhymes with me.</p> <ul style="list-style-type: none"> <li><b>Cultural experiences</b> eg music/artists -</li> <li><b>Seasonal / religious celebrations</b> -</li> <li>Mother's Day</li> <li>Easter</li> <li><b>Visits / Visitors</b> -</li> <li>Farm visit / Pond dipping</li> <li><b>Curriculum enhancement</b> -</li> <li>Living Eggs</li> </ul> | <p><b>Partnership with parents</b>- Talk matters parent session - Share stories with me</p> <ul style="list-style-type: none"> <li><b>Cultural experiences</b> eg music/artists -</li> <li>Mozart Rondo alla Turka</li> <li>/Beethoven's 5<sup>th</sup> Symphony</li> <li>Jackson Pollock</li> <li>Henri Matisse -</li> <li>The Snail</li> <li><b>Seasonal / religious celebrations</b> -</li> <li>Father's Day</li> <li><b>Visits / Visitors</b> -</li> <li>Visit to Butterfly World</li> <li><b>Curriculum enhancement</b> -</li> <li>Insect Lore delivery of butterfly eggs.</li> </ul> | <p><b>Partnership with parents</b> - Parent share and celebration.</p> <ul style="list-style-type: none"> <li>children show off their achievements in Reception. Family picnic.</li> <li><b>Cultural experiences</b> eg music/artists -</li> <li>Visit to musical performance</li> <li>Collage</li> <li>Seascapes eg by Claude Monet</li> <li>The Great Wave by Hokusai</li> <li><b>Seasonal / religious celebrations</b> -</li> <li><b>Visits / Visitors</b> -</li> <li>Visit food market / walk to the beach</li> <li><b>Curriculum enhancement</b> -</li> <li>Grow veg in our garden to use in cooking.</li> </ul> |