



Reception Curriculum Map A



Core texts	Jack and the beanstalk SHHH Rosies walk	Gruffalo The Elves and the Shoe maker Room on the broom	Mr wolfs pancakes Enormous Turnip Six dinner sid	Owl babies Farmer duck Cinderella	On the way home The magic porridge pot Night pirates	Handas Surprise Red riding hood Mr Grumpys outing
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Links to Curriculum Drivers (Memorable Experiences)	<p>Partnership with parents</p> <ul style="list-style-type: none"> - Transient art session - Talk matters parent session - Play with me -Pumpkin Carving Session Cultural experiences eg music/artists - The Beatles - A little help from my friends Andy Goldsworthy Georges Seurat Seasonal / religious celebrations - Harvest festival Halloween <p>Visits / Visitors- Summerhill or Wynyard woods for Gruffalo walk</p>	<p>Partnership with parents</p> <ul style="list-style-type: none"> - Talk matters parent session - Talk with me Nativity performance Cultural experiences eg music/artists - music of different cultures Eric Boswell -little donkey Traditional Christmas music <p>Pablo Picasso- owl</p> <p>Seasonal / religious celebrations - Bonfire Night</p> <p>Visits / Visitors Visit Church</p> <p>Curriculum enhancement</p> <p>Church nativity</p>	<p>Partnership with parents-</p> <ul style="list-style-type: none"> - play of enormous turnip - Talk matters parent session - Listen to me Cultural experiences eg music/artists - A tiny seed was sleeping (music) Niki Davies sunflower- Henry Manchini Watch waltz of the flowers (from nutcracker) Van gough- sunflower <p>Seasonal / religious celebrations -</p> <ul style="list-style-type: none"> - A Chinese new year celebration -Pancake day/ lent <p>Visits / Visitors - Visit to an allotment</p> <p>Curriculum enhancement - Creating our wild flower bed</p>	<p>Partnership with parents -</p> <ul style="list-style-type: none"> Talk matters parent session - sing songs and rhymes with me. Cultural experiences eg Farmhouse in a wheat field and Farmhouse in Provence by Van Gough Farmyard in Normandy- Monet A tiny seed was sleeping (music) Niki Davies <p>Seasonal / religious celebrations -</p> <ul style="list-style-type: none"> Mother's Day Easter <p>Visits / Visitors - Farm visit/ pond dipping</p> <p>Curriculum enhancement - Tad poles</p>	<p>Partnership with parents- Talk matters parent session - Share stories with me</p> <p>Cultural experiences eg music/artists -</p> <ul style="list-style-type: none"> The Great Wave by Hokusai Claude money- water lily pond John Adams: short ride in a fast machine Sam Ryder- Space man <p>Seasonal / religious celebrations</p> <p>Father's Day</p>	<p>Partnership with parents -</p> <ul style="list-style-type: none"> Parent share and celebration. children show off their achievements in Reception. Family picnic. Cultural experiences eg music/artists - Visit to musical performance <p>Seasonal / religious celebrations -</p> <p>Visits / Visitors - Visit to the kitchen</p> <p>Curriculum enhancement -</p> <p>Grow veg in our garden to use in cooking.</p>



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<p>Engagement Ideas</p>	<p>Autumn explorers- encourage children to collect treasures.</p> <p>Towards the end of the half term - trip to woods (Wynyard/Summerhill) linked to Gruffalo. Children follow simple trail (map) and collect autumn treasures.</p>	<p>Beginning of Term - show the children the three owls and ask them to share what they know.</p> <p>Towards the end of the half term - parents attend the nativity play/song session</p>	<p>Beginning of Term - plant seeds and set up observational drawing station.</p> <p>Towards the end of the half term - visit an allotment and look at all the different vegetables they have</p> <p>Show to parents of the enormous turnip</p>	<p>Leave a map that has been found. Take the children out following directions... who is at the end?</p> <p>Towards the end of the half term - Visit a park to see ducks and ducklings in their natural habitat.</p>	<p>Beginning of Term - set up a moon landing in the classroom (linked to whatever next) Explore what they think has happened.</p>	<p>Beginning of Term - Visit the school kitchen. Look at and discuss a range of foods such as fruit, veg, meat, fish etc.</p>
<p>Communication and Language</p>	<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 to learn new</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 to see the owls. Engage in non-fiction books linked to animals. Children learn to connect one idea to the next and express this in speech using a range of connectives.</p>	<p>To listen attentively to stories. To learn stories and act them out using expressive language. They perform a shared retell of the enormous turnip. They learn new vocabulary linked to planting of the seeds. To talk about the sequence of making pancakes and learn new vocabulary. Ask questions about life cycles of a seed.</p> <p><i>Core Poetry/Song</i> Let's invent a monster-</p>	<p>Role play and act out linked stories.</p> <p>Discuss characters feelings and link to own experiences.</p> <p>How does it feel to be duck for the day. Duck writes a letter to the farmer.</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> Pirate Pete- Zim, Zam Zoom</p>	<p>Dress as 'characters'/ people from the stories and discuss / ask questions about their roles.</p> <p>Children are engaged in stories related to journeys. They are then encouraged to innovate on this story to create their own.</p> <p>Practise retelling their own and familiar stories using a map and actions.</p> <p><i>Core Poetry/Song</i> Slowly, Slowly Here is the beehive 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 linked to handas surprise, describing taste and texture Using a feely bag children use words alone to describe what they are feeling.</p> <p>Children to talk about the sequence of making things</p> <p>Children begin to critically evaluate the stories and their characters</p>



Reception Curriculum Map A



	<p>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> Leaves turn orange Cauliflowers Fluffy Dingle, dangle scarecrow The Squirrel 10 green bottles Here we go around the mulberry bush Children learn the poem Life doesn't frighten me - Maya Angelou</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn songs (in preparation for Nativity).</p> <p><i>Core Poetry/Song</i> BEwARe - Zim, Zam Zoom Hickory Dickory Dock Two little dicky birds</p>	<p>Zim, Zam Zoom London Bridge Hot Cross Buns The Queen of Hearts</p>	<p>Mary, Mary quite contrary Mary had a little lamb</p>		<p><i>Core Poetry/Song</i> Hey Let's go- Zim, Zam Zoom Alliteration songs- Peter Piper Betty Butter Pat-a-Cake</p>
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Reception Curriculum Map A



<p>PSED</p> <p>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>Being Me In My World</p> <p>Self-identity Understanding feelings Being in a classroom Being gentle 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.</p> <p>They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them</p> <p>Celebrating Difference</p> <p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Develop knowledge of perseverance- link to story and how they never gave up until the turnip was out.</p> <p>Consider what goals they want to achieve this year and what they will need to do to achieve this.</p> <p>Talk about pancake day and why some people celebrate it. Discuss that people have different beliefs.</p> <p>Dreams and Goals</p> <p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Achieving goals 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</p> <p>Circle time games 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>They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.</p> <p>Healthy Me</p> <p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Discuss who the bear and Mr grumpy was friends with? What makes a good friend?</p> <p>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships..</p> <p>Relationships</p> <p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p>Can they work as a team to make together to read instructions for making bread?</p> <p>Teach children to match feelings and behaviour.</p> <p>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>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help..</p>
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Reception Curriculum Map A



						<p>Changing Me</p> <p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations Transition</p>
<p>Physical Development</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 fork 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>Challenge the children in teams. Who can build the tallest tower (sunflower)</p> <p>Seed sorting with tweezers to strengthen fine motor skills.</p> <p>Moving to music to show the cycle of a seed to a sunflower.</p> <p>To use a variety of tools to create a 3D sunflower.</p> <p>Have some pancake races! Challenge the children to flip a pancake in a pan whilst completing a short race!</p>	<p>All children to follow instructions to make kites and fly them outside. Create a windy day weather dance using kites and different thick ribbon strands.</p> <p>Re-enact the story with the children and encourage them to experiment with different ways of moving. Encourage the children to create movements for the duck's actions in the story and other story events.</p> <p>Encourage children to explore different ways of moving to represent different farm animals. Roll in the mud, peck the ground etc.</p> <p>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</p>	<p>Use verb cards to act out the story with the children. Encourage them to experiment with different ways of moving for your journey.</p> <p>Use junk material to make your own ship or mode of transport for your journey.</p> <p>To develop fine motor skills by making smaller scale models of a boat/rocket/car using clay/playdough /loose parts</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 the gingerbread man</p> <p>Set up hall with apparatus and mats.</p> <p>Use previous learning of verbs and positional language to create directional instructions for different characters to move.</p>



Reception Curriculum Map A



				<p>muddy tracks, up hay loft ladders etc. - Create directional instructions for the farmers to follow in the hall. 'Climb up the hay loft ladders,' 'Crawl through the pig sty,' 'Jump forwards into the puddle.'</p>		
Literacy	<p>Key knowledge Children talk about stories read to them, using new vocabulary. Children will retell familiar stories eg The Jack and the beanstalk.</p> <p>Develop writing own name, correct letter formation.</p> <p>Begin to spell words by identifying the sound and writing the grapheme.</p> <p>Children to plot events of the story and act out using props.</p> <p>Children to think of words to describe the giant and Jack.</p>	<p>Key knowledge Write a class poem using an adjective/noun/verb pattern linked to fireworks. Children to write labels, - linked to owl babies. They begin to read simple sentences/phrases (including common exception words). 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>Key knowledge Listen to, share and explore a range of books including non-fiction. Look carefully at videos of sunflowers and how they grow from seed to flower.. Make a zig zag book telling a story. Act out story using simple story lane/map Discussing feelings of characters as they move through text. Write instructions on how to grow a turnip.</p> <p>Make shopping lists for characters from stories.</p>	<p>Key knowledge Write about and describe experiences using photographs from farm/park trip.</p> <p>Make information books on animals. Using simple sentences and key vocabulary</p> <p>Create a story map with the children. Draw simple pictures to represent the different parts of the story. As a group, retell the story in your own words, using the map as a guide</p> <p>Innovate the story adding new characters and settings</p>	<p>Key knowledge To innovate the story and talk about characters and settings</p> <p>To retell the narrative using props and images.</p> <p>Children to innovate parts of a known story and write their own version. Children to build and hold a sentence.</p> <p>Discuss journeys that they have been on.</p> <p>Create maps and instructions on how to find the treasure.</p>	<p>Key knowledge To make a zig zag book with instructions of how to make fruit salad.</p> <p>Make an information sheet on what is a healthy fruit or vegetable.</p> <p>Model writing simple letters with the children. They could write to Handa explaining what happened to the fruit she placed in her basket.</p> <p>Children to recount the journey Mr Grumpy takes.</p> <p>Talk about the describing words used in the story and challenge the children to think of some other descriptive words to describe some real fruit</p> <p>Re-tell a familiar story. descriptions of characters and build on vocabulary.</p>



Reception Curriculum Map A



<p>Maths Linked to NCETM</p>	<p>Key knowledge 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>Key knowledge 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>Key knowledge 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>Key knowledge 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>Key knowledge 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>Key knowledge 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>Understanding of the world</p> <p>Science History Geography RE</p>	<p>Key knowledge 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.</p>	<p>Key knowledge Children explore owls- where do they come from, when are they best seen? -explore their natural habitat and compare these environments with ours - what is the same/different? Learn about their natural habitat Look at animals that are nocturnal Observe our outdoor environment for wild animals / birds. Erect a</p>	<p>Key knowledge Discuss different vegetable and how they grow. Children to grow their own vegetables such as beans, cress and carrots. Discuss what they need to grow. Talk about the forces used eg pushing and pulling. What else needs to be pushed or pulled</p> <p>Visit an allotment- what is same or different to that of our outdoor space</p>	<p>Key knowledge 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 sorting.</p>	<p>Key knowledge Show them images of space- talk about the planets and teach them new vocabulary planets, sun, star, solar system</p> <p>Look at materials and how it changes (porridge)</p> <p>Look at space- how o people get up to space? Show them Neil Armstrong and tell them the importance of what happened.</p> <p>Talk about journeys they have been on. Locate and find them on the class map.</p>	<p>Key knowledge 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 more - which month?</p>



Reception Curriculum Map A



	<p>Children visit a church at Harvest. They also discover Shabbat.</p>	<p>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>Why do we make pancakes? What is the meaning of shrove Tuesday?</p> <p>Children look at the bible and listen to some stories that Jesus told. They also find out about other holy books.</p>	<p>How do ducks keep their feathers dry? (experiment). Role of a farmer - visit to a farm. Role play area - farm. How is this environment different to ours?</p> <p>Children find out how tractors have changed and other modes of transport within living memory.</p> <p>Children learn about Easter and Easter celebrations in churches.</p>	<p>We look at special buildings for different faiths and how people worship there. (Mandir, church, synagogue, Buddhist Rupas)</p>	<p>Keeping our bodies healthy - food choices/activities/care routines -dental hygiene.</p> <p>We look at special buildings for different faiths and how people worship there. (Mandir, church, synagogue, Buddhist Rupas)</p>
<p>Expressive Arts and Design</p> <p>Music Art DT Computing</p>	<p>Key knowledge Create self-portraits. They listen to Little help from my friends - The Beatles. .Children learn to mix colours and focus on Autumn colours. Paint Autumn trees - pointillism using cotton bud for leaves - Georges Seurat Children learn to recognise and replicate a steady beat (use body percussion - link to tapping syllables) Children listen to Learn to sing and perform harvest songs for an audience.</p>	<p>Key knowledge Use percussion instruments to make the sound of the different noises you might hear in the woods. Encourage the children to think about which instrument would best suit the different sounds. You could even explore the ways in which the woods might sound different during the day and at night. Play calm music for children to move like owls in flight, swooping down to catch a mouse.</p>	<p>Key knowledge Use percussion instruments to make the different sound effects for making pancakes. The children could think of different sounds to accompany a recipe e.g. sieving in the flour could be a tambourine and cracking in the eggs could be a wood block. Children to follow steps to draw their own vegetables- still life drawing Children to use inspiration from van Gough the sunflower</p>	<p>Key knowledge Sing songs relating to farm. Children to innovate on 'Old MacDonald Had a Farm' and have props available. Farmhouse in a wheat field and Farmhouse in Provence by Van Gough Model how to use oil pastilles to become the illustrator in Mini Rabbit not lost. Discuss the word illustrator and what techniques they have used in the images. Children follow the steps to draw chicks. Children make puppets to represent characters from stories read so far.</p>	<p>Key knowledge Use knowledge of o Using junk material/loose parts children to design and build their very own vehicle for a journey they are going to make. Children to listen to some space man- Sam Ryder. Listen to the changes in his pitch and tone throughout. Discuss why these changes happen. John Adams: short ride in a fast machine- listen to piece- what is happening, what does the beat represent? Study the work of Claude Monet- water lilly pond. Discuss techniques used and allow</p>	<p>Key knowledge Use percussion instruments to make the sound of the different animals in the story. Encourage the children to think about which instrument would be best for each animal and how they should be played. (quiet/loud, slow/fast). Observational drawings of vegetables/fruit Use Frida Kahlo's Viva la Vida for inspiration. Children to print and paint the arrangement of watermelon. Children to design their own fruit smoothies and make them.</p>



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	<p>Look at the work of Andy Goldsworthy - Create Transient art pictures using 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>Sing and perform Christmas carols for church visit / nativity Children use simple shapes as basis for drawing owls and other animals</p> <p>Children to follow recipe to make bread</p>	<p>Make observational drawings of Spring flowers.</p> <p>Make 3D sculptures of vegetables or flowers Children create own flower head bands inspired by Frida Kahlo's paintings.</p> <p>Follow instructions to make pancakes and begin to notice how the state changes before and after it is cooked.</p> <p>Children to use cameras to capture the sequence of making pancakes.</p> <p>Listen to some CLASSICAL music - sunflower- Henry Mancini . Watch waltz of the flowers (from nutcracker) 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.</p>		<p>children with pastels to create their own.</p>	<p>Children to use cameras to take photos if each step</p>
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