

# BURE PARK PRIMARY SCHOOL CURRICULUM MAP

## RECEPTION



	AUTUMN TERM	SPRING TERM	SUMMER TERM			
<b>OVERARCHING THEMES</b>	<p><b>Unique Child</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured. At Bure Park we endeavour for all of our children to be the best that they can be, and in turn we aim to provide the best environment and teaching and learning experience for them whilst they are in our care.</p> <p><b>Positive Relationships</b> Children flourish with warm, strong, caring and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><b>Enabling environments</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development</b> Children develop and learn at different rates. We must be aware of children who need greater support than others. We pride ourselves on knowing our children really well and supporting progress for all. We aim for our teaching and learning to progress over time with careful sequencing of activities and experiences to help embed depth in the children's learning, and expand the children's knowledge and understanding.</p> <p><b>PLAY</b> At Bure Park Primary School We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and child initiated play or 'Playing to Learn' as we call it at Bure Park ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>					
<b>TOPIC</b>	<b>Super Duper You</b>	<b>Toys Past and Present</b>	<b>Winter Worlds</b>	<b>Wonderful Wolves</b>	<b>Faraway Lands</b>	<b>Growing and Changing</b>
<b>KEY ELEMENTS</b>	<ul style="list-style-type: none"> <li>• All About Me Books</li> <li>• How am I super?</li> <li>• Who is in my family?</li> <li>• Harvest Festival – where does our food come from?</li> </ul>	<ul style="list-style-type: none"> <li>• What is my toy like? What are my grown ups toys like? Compare</li> <li>• How would I feel if I lost a special toy?</li> <li>• Diwali</li> <li>• What is the Nativity story?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the woods?</li> <li>• What is ice / freezing and melting</li> <li>• Arctic vs Antarctic</li> <li>• Penguins – where do they live?</li> <li>• What is winter?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the story of Little Red Riding Hood</li> <li>• What are wolves? Spring walks</li> <li>• Easter</li> <li>• Chicks - the life cycle of a chick and 'Living Eggs'</li> <li>• Pancake Day</li> <li>• Outdoor day</li> </ul>	<ul style="list-style-type: none"> <li>• What is a rainforest?</li> <li>• Where is Encanto set?</li> <li>• What similarities/differences can we see between homes here and homes in Columbia (also compare to Kenya)</li> </ul>	<ul style="list-style-type: none"> <li>• Transition programme of events</li> <li>• Tadpoles (pond dependent)</li> <li>• Growing plants</li> <li>• How have I grown?</li> </ul>

				<ul style="list-style-type: none"> <li>• Mother's Day</li> </ul>	<p>using Handa's surprise)</p> <ul style="list-style-type: none"> <li>• Can we find out some facts about the rainforest? What lives there? Where are rainforests in the world? How are rainforests different to our outdoor environment?</li> <li>• What super powers do people have? Kindness/strength/looking after animals/keeping us safe/ loving us</li> <li>• Queens Jubilee (3<sup>rd</sup> June)</li> <li>• Arts Week</li> </ul>	
<b>KEY TEXTS</b>	<p>Super Duper You – Sophy Henn</p> <p>The Smeds and The Smoos – Julia Donaldson</p>	<p>Dogger – Shirley Hughes</p> <p>Brown Paper Bear - Catherine Allison and Piers Harper</p> <p>The Nativity – Christmas performance</p>	<p>The Gruffalo's Child – Julia Donaldson</p> <p>Lost and Found – Oliver Jeffers</p>	<p>Little Red Riding Hood</p> <p>The Good Little Wolf</p> <p>Non-fiction Usborne: Wolves</p>	<p>Rainforests - usborne non-fiction text</p> <p>The Jolly Postman</p>	<p>From Tadpole to Frog (non-fiction) by Camilla de la Bedoyere</p> <p>What the Ladybird Heard – Julia Donaldson</p> <p>Jack and the Beanstalk</p>
<b>HOOK IN</b>	----- -	Bringing in a labelled toy	Wintery worlds classrooms + making their own stick person	Forest School Day	Dress up day - as someone that has a super power to help them e.g. Mummy/Daddy/Vet/	Tadpoles in the classroom
<b>Supporting Texts (see also core texts below)</b>	<p>Goldilocks and the three bears</p> <p>Our House - sharing story</p> <p>Owl Babies</p> <p>Six Dinner Sid</p> <p>Monkey Puzzle</p> <p>Peace at Last</p> <p>Colour Monster</p> <p>The Colour Monster goes to school</p>		<p>Non-fiction Books about the penguins</p> <p>The Emperor's penguin</p> <p>Guess how much I Love You</p> <p>In My Heart</p>	<p>Mr Wolf's Pancakes</p> <p>Various versions of Little Red Riding Hood</p> <p>Spring poetry</p>	<p>Handa's Surprise by Eileen Browne</p> <p>You Choose – Fairy Tales by Pippa Goodhart</p> <p>This term may be led by the children's interests and our own knowledge of the children's needs and</p>	<p>Titch</p> <p>Eric Carle - The Tiny Seed / The Very Hungry Caterpillar</p> <p>Life cycle books</p> <p>Non fiction frog/toad books</p> <p>Jasper's Beanstalk</p>

	Starting School - J&A Ahlberg In my heart Kind				how best to approach this. With this in mind texts may change. Ideas include: Jungles: Rumble in the Jungle, Walking through the Jungle  Space: Whatever Next  Oceans: Commotion in the Ocean	Ready, Steady, Grow
<b>TOPIC</b>	<b>Super Duper You</b>	<b>Toys Past and Present</b>	<b>Winter Worlds</b>	<b>Wonderful Wolves</b>	<b>Faraway Lands</b>	<b>Growing and Changing</b>
<b>Communication and Language</b>	Wellcomm Assessments and group work  Be able to sit, listen and join in with short carpet time sessions of up to 15 minutes.  Daily phonics – first half of the term to focus on Phase 1 (or equivalent)  Daily Story Times  Learning names – circle games, rolling balls, parachute games, bears and the honey.  Learn and use language associated with family, feelings and what I like to do  Who is in my home? Using photographs as a basis for talking about family members.  Help children to develop their social phrases e.g. response to how are you today?	Wellcomm Assessments and group work  Be able to sit, listen and join in with carpet times and extend these to 20mins  Daily phonics  Daily Story Times  Talk about my favourite toy – ask questions about others and talk about what I have found out  Diwali language – Diva, lights Rama and Sita, Bollywood, Indian food.  Firework language – bang, pop, fizz, glitter, explode.  Home role-play with the addition of a Christmas, presents to wrap, cards to write etc in the run up to Christmas to encourage use of language	Wellcomm Assessments and group work  Be able to sit, listen and join in with carpet times of up to 20mins  Daily phonics  Daily Story Times  Language specific to penguins and habitats; artic, Antarctic, frozen, iceberg, avalanche, polar, Northern Lights.  Non-fiction thinking – use of photocards and ‘I wonder if...’ Prompts. E.g. ‘I wonder what penguins eat / where they sleep / where they live etc.  Modelling explicitly how we ask questions and support children to generate some questions for things they would like to find out about penguins	Wellcomm Assessments and group work  Be able to sit, listen and join in with carpet times of up to 20mins  Daily phonics  Daily Story Times  Forest school day – what can/did we see? .  Language linked to traditional tale – LRRH and encouragement of voices for characters  Role playing LRRH  Having conversations between characters  Children generating their own questions to ask LRRH/the wolf/or about wolves  Language around plant processes – bud, blossom, shoot, crocus, bulb, daffodil.	Wellcomm Assessments and group work  Be able to sit, listen and join in with carpet times, extend these to up to 25 mins  Daily phonics  Daily Story Times  Children to ask questions about rainforests  Links to nursery rhymes via the Jolly Postman  Visits from people who help us (e.g. the postman, a police officer, a shop worker, a vet, a bin man) - what is their power? Asking questions to find out how they use their super power for good.  Learning some spanish words e.g. oruguita = caterpillar, mariposa = butterfly, burro =	Wellcomm Assessments and group work  Be able to sit, listen and join in with carpet times of up to 25mins  Daily phonics  Daily Story Times  Scientific language related to parts of plants and living processes.  Talk about different life cycles e.g frog vs. butterfly  Answering ‘why’ questions, e.g. why did the caterpillar get so fat? Why didn’t the seed grow?  Terms about books and print; Author, cover, title, blurb.  Child

	<p>What would you like to do now?</p> <p>Lots of reading of the key texts and opportunity to repeat and retell in own words.</p> <p>Home role-play.</p> <p>Songs:</p>	<p>associated with home at this time of year. Encourage children to use language to describe Christmas at their house.</p> <p>Lots of reading of the key texts and opportunity to repeat and retell in own words.</p> <p>Songs: from The Nativity, jingle bells and away in a manger – in preparation for carols around the tree</p>	<p>Describing scientific processes – what has happened to the water? How can we melt....</p> <p>Comparing where penguins live to where we live</p> <p>Role playing Lost and Found, being penguins</p> <p>Modelling conversations between characters e.g. the boy/ the penguin</p> <p>Lots of reading of the key texts and opportunity to repeat and retell in own words.</p> <p>Songs: Mulberry Bush, Did you ever see a penguin, Winter Song (fun in the snow) – cocomelon if we have snow, songs linked to phonics – especially to help remember digraphs</p>	<p>Language linked to signs of Spring and that is connected to Easter e.g. baby animal names; lamb, kid, chick, calf, foal.</p> <p>Lots of reading of the key texts and opportunity to repeat and retell in own words.</p> <p>Songs:</p>	<p>donkey, casa = house, flor = flower</p> <p>Living jungle tuff trays to be arranged and looked after by the children - variety of unusual plants of different heights.</p> <p>Song (dependent on the direction the topic goes in): Walking in the jungle, 5 little men, Dinosaur Roar, Down in the Jungle, A Dragon's very Fierce, There was a Princess Long Ago, The Royal Anthem</p>	<p>Observing tadpoles change from tadpoles to froglets</p> <p>What has happened? What do you think will happen next?</p> <p>Visit Nursery to observe caterpillars and their change to butterflies</p> <p>Children generate questions and then help to use information books to find the answers.</p> <p>Language related to lifecycles of a frog: spawn, tadpole, froglet.</p> <p>Garden Centre role-play.</p> <p>Songs: Tiny caterpillar, Today is Monday, Days of the week song, 5 speckled frogs.</p>
<p><b><i>Development Matters</i></b></p>	<p>Children in Reception should: Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Early Learning Goals: <i>Listening, Attention and Understanding</i>: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back and forth exchanges with their teachers and peers. <i>Speaking</i>: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					

<b>TOPIC</b>	<b>Super Duper You</b>	<b>Toys Past and Present</b>	<b>Winter Worlds</b>	<b>Wonderful Wolves</b>	<b>Faraway Lands</b>	<b>Growing and Changing</b>
<b>Personal, Social and Emotional Development</b>	<p>Jigsaw - BEING ME</p> <p>All About Me Books and opportunities to share them.</p> <p>Hygge environment to encourage children to self-select resources.</p> <p>Getting to know each other, beginning to build relationships</p> <p>Golden Rules</p> <p>Discussion of the characters core texts - emotions they are feeling and why</p> <p>Introduction of Zones of Regulation</p> <p>Harvest – link to helping others and sharing.</p>	<p>Jigsaw - CELEBRATING DIFFERENCE</p> <p>All About Me Books and opportunities to share them.</p> <p>Hygge environment to encourage children to self-select resources.</p> <p>Getting to know each other, beginning to build relationships</p> <p>Golden Rules</p> <p>Discussion of the characters core texts - emotions they are feeling and why</p> <p>Remembrance Day</p> <p>Firework Safety</p>	<p>Jigsaw - HOPES &amp; DREAMS</p> <p>Valentine’s Day – thinking about the people we love and those who love us.</p> <p>How does it feel to be loved? Link to story ‘In My Heart’. Guess how Much I love you.</p> <p>Feelings - the boy and the penguin in Lost and Found</p>	<p>Jigsaw - HEALTHY ME</p> <p>Oral Health - role play resources.</p> <p>How do we stay safe - road safety, safety at home/school, stranger danger linked to LRRH</p> <p>Mothering Sunday</p>	<p>Jigsaw - RELATIONSHIPS</p> <p>Super powers - how these can be used for good</p> <p>People who help us - some people have super powers that we cannot see - Mummy/ Daddy/ Mrs Porter/ Mr Pavis/ Mel/ Post Man/ Dentist / Vet/ Nurse/ Doctor/ Police</p>	<p>Jigsaw - CHANGING ME</p> <p>Activities to support transition including lunchtime on the big side, stories with Yr1 teachers, Transition Day, playtimes on the big side</p> <p>Transition work. What can we do now? How do the tadpoles change? When they are frogs they can leave their pond and find new places to work and play, just like us in school.</p> <p>Fun with Dad – Father’s Day activities. What do we like to do with Dad?</p>
<b>Development Matters</b>	<p>Children in Reception should: See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.</p> <p>Early Learning Goals:<i>Self Regulation</i>: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <i>Managing Self</i>: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <i>Building Relationships</i>: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</p>					
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<b>Physical Development</b>	<b>Fine Motor</b>	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip  Daily Dough Disco  Start of the day name writing	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation  Daily Dough Disco  Start of the day name writing	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors  Daily Dough Disco  Start of the day writing – possibly HFW or key vocab	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or lego  Review if Dough Disco is to be continued  Start of the day writing – possibly HFW or key vocab	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross  Start of the day writing – using pobble 365	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.  Start of the day writing – using pobble 365
	<b>Gross Motor</b>  <b>Add in PD's PE focus for each term</b>	Cooperation games including parachute games. Climbing using the outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting	Ball skills- throwing and catching. Crates play- balancing and climbing. Hula hoops for skipping in outside area. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and variety of pedalled bikes to negotiate outside space with.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.	Balance- children moving with confidence. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance related activities in the stage area with scarves/costumes to take on roles and move to music.	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.
<b>Development Matters</b>		Children in Reception should: Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene					

Early Learning Goals: *Gross Motor Skills*: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. *Fine Motor Skills*: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

TOPIC	Super Duper You	Toys Past and Present	Winter Worlds	Wonderful Wolves	Faraway Lands	Growing and Changing
<b>Literacy</b>	<p>Self registration as name tracing/writing</p> <p>Mark making books - focus on making marks moving towards hearing sounds in words and forming these correctly</p> <p>Daily phonics session</p> <p>Children to read to an adult 1:1 once per week</p> <p>Daily Story</p>	<p>Self registration as name tracing/writing</p> <p>Mark making books- focus on orally segmenting words and writing all of the sounds that can be heard</p> <p>Daily phonics session</p> <p>Children to read to an adult 1:1 once per week</p> <p>Daily Story</p>	<p>Children to begin the day by writing common exception words</p> <p>Mark making books- focus on teacher modelling of sentences, children orally practising sentences and attempting to write them</p> <p>Introduction of literacy focus time each day based on key text covering a variety of skills including shared reading and shared writing, always with a vocabulary focus.</p> <p>Introduction of weekly independent activity in continuous provision that each child must complete</p> <p>Daily phonics session</p> <p>Children to read to an adult once per week, either 1:1 or in a small reading group</p> <p>Daily Story</p>	<p>Children to begin the day by writing common exception words</p> <p>Mark Making books- focus on children attempting to form a sentence independently, hold it in their head and attempt to write it</p> <p>Literacy focus time each day based on key text covering a variety of skills including shared reading and shared writing, always with a vocabulary focus.</p> <p>Weekly independent activity</p> <p>Daily phonics session</p> <p>Children to read to an adult once per week, either 1:1 or in a small reading group</p> <p>Daily Story</p>	<p>Children to begin the day with a writing challenge, for example an inspiring picture to write about or a sentence to complete.</p> <p>Mark making books- focus on practising and consolidating sentence writing skills</p> <p>Literacy focus time each day based on key text covering a variety of skills including shared reading and shared writing, always with a vocabulary focus.</p> <p>Twice weekly independent activity</p> <p>Daily phonics session</p> <p>Children to read to an adult once per week, either 1:1 or in a small reading group</p> <p>Daily Story</p>	<p>Children to begin the day with a writing challenge, for example an inspiring picture to write about or a sentence to complete.</p> <p>Mark making books- focus on practising and consolidating sentence writing skills</p> <p>Literacy focus time each day based on key text covering a variety of skills including shared reading and shared writing, always with a vocabulary focus. Begin to introduce choral reading to prepare for year one.</p> <p>Twice weekly independent activity</p> <p>Daily phonics session</p> <p>Children to read to an adult once per week, either 1:1 or in a small reading group</p> <p>Daily Story</p>

<p><b>Development Matters</b></p>	<p>Children in Reception should: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Early Learning Goals: <i>Comprehension</i>: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <i>Word Reading</i>: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <i>Writing</i>: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>					
<p><b>TOPIC</b></p>	<p><b>Super Duper You</b></p>	<p><b>Toys Past and Present</b></p>	<p><b>Winter Worlds</b></p>	<p><b>Wonderful Wolves</b></p>	<p><b>Faraway Lands</b></p>	<p><b>Growing and Changing</b></p>
<p><b>Mathematics</b></p>	<p><b>Getting to know you</b> settling in, counting, days of the week, lots of number songs</p> <p><b>Pre number skills</b> Matching pairs – same/different, sorting, odd one out, comparing amounts</p> <p>(&amp; to include Reception Baseline Assessment)</p>	<p><b>Numbers 1-5</b> Number – intro 1,2,3 – counting forwards, backwards and looking at different arrangements e.g. dice, 5 frame, , subertising, then link to 2 and 3 step patterns Number – 4 and 5 – different arrangements e.g. dice, 5 frame, subertising,</p>	<p><b>2D shape</b> Circle, triangle, square, rectangle, edges, corners</p> <p><b>capacity, size, weight</b> – language for and comparison of Composition of <b>4 &amp; 5</b> using five frames</p> <p><b>1 more, 1 less</b> Five frames, concrete apparatus e.g. unifix, dienes</p>	<p><b>6,7,8,9,10</b> Counting strategies, composition, recognition and formation of numbers, introduction of 10s frames, number bonds – working towards automatic recall</p>	<p><b>Teens numbers</b> e.g. <math>12 = 10 + 2</math>, using x2 10s frames</p> <p><b>odd and even</b> seeing pattern within 0-10 and then to 20</p> <p><b>Comparing length</b> – links to growing</p> <p><b>3D shape</b> Cube, cuboid, cone, sphere, cylinder</p>	<p><b>Addition &amp; subtraction</b></p> <p><b>Doubling, sharing &amp; grouping</b></p>
<p><b>Development Matters</b></p>	<p>Children in Reception should: Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p> <p>Early Learning Goals: <i>Number</i>: Have a deep understanding of numbers to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <i>Numerical Patterns</i>: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity’. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>					
<p><b>TOPIC</b></p>	<p><b>Super Duper You</b></p>	<p><b>Toys Past and Present</b></p>	<p><b>Winter Worlds</b></p>	<p><b>Wonderful Wolves</b></p>	<p><b>Faraway Lands</b></p>	<p><b>Growing and Changing</b></p>



Understanding of the World						
	<p>All about Me books: share and talk about our grandparents, parents, older and younger siblings. Differences, change, how the children have changed, what we did as a baby, what we can do now, what we will do in the future. What job would we like to do?</p> <p>Paintings of my family: incl grandparents. Talk about how we are different. Who was born first? Older, younger, oldest, youngest.</p> <p>Discuss the seasons. What season is it now? what was before? next? Idea of a cycle.</p> <p>Non fiction and fiction books to discuss features of Autumn, weather, clothes, trees, animals.</p> <p>Go on Autumn walk and make collections of Autumn objects, take photos. What can we see and find in our environment, how is this different or the same as childrens' homes? Include the pond - what would we find here that we wouldn't find in the field perhaps? Drawings of leaves - colours, shapes etc</p>	<p>Dogger: talk about it being a story written a long time ago, before some of their parents born. Compare Dave, baby brother Joe, big sister Bella. What toys do each character play with?why? Discussing meaning of unfamiliar old fashioned vocabulary in 'Dogger' satchel, trolley, side show. Look at the pictures in the story and compare to now eg pic of a pram. Relate Dogger the toy to the favourite toys the children have bought in. Visits from various members of staff with their favourite toy(s), collections of staff childhood toys. Make physical timeline with toys.</p> <p>Map work - take a bear on a picnic outside to main side. Note what we go past, where it is , what other parts of school do we see? reinforce vocab, past, by turn, round, through gate etc. Possibility of making a class journey stick - collect items or take photos to attach to stick, in correct order to remember out visit - pond, leaves, gate, litter near bins, fruit peel at picnic site etc. Chn can use teh stick to retell the journey later in the day/week . Use as a basis to mark make a</p>	<p>Discuss the seasons: what season is it now? What was before? next? How does the cycle work? Look at a photo/picture from Autumn walk. How is it different now? Features of winter. Winter walk: make collections, take photos. Last time we did a walk we collected//looked at leaves, are there as many now? Describe the trees</p> <p>Non fiction books and stories to discuss features of winter.</p> <p>Links to Gruffalo's Child:sequence the order of the animals and link to mapping the G Child's journey, Discuss habitats - how are they different to each other, why might that be? Look in the back garden or school grounds - would we have anywhere for a tee top house etc?</p> <p>What do you pass on your journey to school? Are there any dangers, are there any dangers for the G Child being out on her own - are these the same or different to yours?</p> <p>Link to Lost and Found Story Where do the characters go? Why? Why do penguins live</p>	<p>Discuss the seasons: what season is it now? What was before? next? How does the cycle work? Look at a photo/picture from Winter walk. How is it different now? Signs of Spring.</p> <p>Spring walk: make collections, take photos. Make observational drawings of plants flowers or leaves. Use back garden too.</p> <p>Non fiction books and stories to discuss features of spring. How do you know it's spring?</p>	<p>Look at the faraway land that Antonio ventures into Encanto. What is it? Where is it? What can we see? Compare rainforest setting with our outdoor environment - how is this similar and different to Bure Park? Use the images and pictures. What plants, foods grow in the rainforest country. What do we know grows in this country? What animals do we find in the rainforest? Would they be the same or different?</p> <p>Explore images of real rainforests.</p> <p>Children discover facts about the rainforest - linking to facts re. wolves from Term 3</p> <p>People who help us - we all have a power - what is yours? Meet different people that have the super power to help us in our everyday life just like the characters in Encanto</p>	<p>Revisit All about Me books: how have we changed? since a baby? since being in Reception class? look at writing books and celebrate achievements.</p> <p>Recap idea of a timeline with physical object/pictures: order toys and objects used as a baby, a toddler, to what they use now, to what they might use in the future</p> <p>stories eg Titch</p> <p>Discuss transition to Y1. introduce systems used in Y1 visits to classrooms, Y1 teachers visiting, Y1 experiences: KS1 playtimes, whole school playtimes, lunchtime playtimes</p> <p>What are you looking forward to? Are you worried about anything?</p> <p>Discuss the seasons: what season is it now? What was before? next? Can you tell me something about each of the seasons? Illustrate. Obs of leaves and plants .</p> <p>Planting and growing - cress or a bean and tadpoles -discuss how we care for the natural world and plants around us.</p>



	<p>Join in with familiar songs.</p> <p>Beginning to mix primary colours to make secondary colours, find ways to make purple.</p> <p>Joins in with role play games and uses resources available for props; build models using construction equipment.</p> <p>Sings call-and-response songs, echoing phases adults sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Initial focus – painting a picture of their family.</p> <p>Exploring sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Use different textures and materials to respond to each of the Zones of Regulation</p> <p>Listen to music and make their own dances in response.</p> <p>Painting pictures of toys, different types of bear, a variety of cars.</p> <p>Clay diva lamps/salt dough</p> <p>Firework pictures</p> <p>Christmas decorations, Christmas cards, The Nativity songs/words</p> <p>Objects – e.g. bears, toy dog etc, props – e.g. brown paper and red ribbon, puppets available to encourage children to retell, invent and adapt stories.</p> <p>Home Corner role play to have addition of xmas tree, objects for wrapping, cards for writing.</p>	<p>Designing homes for hibernating animals.</p> <p>Collage penguins, collage Chinese flag</p> <p>Transient art – winter themed</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks – to link to Chinese New Year.</p> <p>Making paper lanterns, Chinese writing, puppet making, Chinese music and composition, learning about dragon dancing – then dancing and performing</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape, treasury tags, paper clips and different sorts of glue.</p>	<p>Design and make baskets/ trees/ bed for Grandma</p> <p>Encourage children to create their own music.</p> <p>Junk modelling, wolves, LRRH grandma's house, grandma's bed etc.</p> <p>Retelling familiar stories.</p> <p>Creating woodland pictures</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Mother's Day crafts Easter crafts, printing, patterns on Easter eggs</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal / sea creature / dinosaur masks</p> <p>Making the colombian flag</p> <p>Moving to and talking about music from Encanto/ Colombia</p> <p>Encourage the children to talk about how they have made / created</p> <p>Design and make objects they may need in the jungle/ in space, in dinosaur land - thinking about form and function.</p> <p>Paper plate jellyfish / dinosaurs/jungle animals</p> <p>Provide a wide range of props for play which encourage imagination, dressing up, instruments, puppets etc.</p> <p>Explore a variety of effects e.g. water colour, collage, shading by adding black or white, colour mixing for beach huts, colour mixing, wax resistant painting, masking tape batik – underwater pictures/ creating dinosaurs connected to the theme that the</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows and light catchers using old CDs.</p> <p>Collage butterflies / designing ponds for frogs and tadpoles</p> <p>Life cycles, Flowers-Sun flowers</p> <p>Home Corner role play to include cuddly toy pets – to encourage language re care for animals, their baby names e.g. cats are called kittens, dogs are called puppies</p> <p>Artwork themed around minibeasts / The Seasons</p> <p>Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc</p> <p>Encourage the children to talk about how they have made / created</p>
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<b><i>Development Matters</i></b>	<p>Children in Reception should: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Early Learning Goals: <i>Creating with Materials</i>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <i>Being Imaginative</i>: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. <i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</i></p>					
<b>Parental Involvement</b>	Staggered start Phonics + reading workshop How to share a wordless picture book workshop Maths workshop Harvest Festival	Parents evening Nativity Carols around the Tree WOW moments	WOW moments	Parents evening WOW moments Easter Parades  Trip in Term 3, 4 or 5.	WOW moments Summer Fayre  Visits from people who help us - possible links to parents that are vets/police officers/ shop workers/ post people etc.  Trip in Term 3, 4 or 5.	Reports Sports Day Transition meetings/videos WOW moments Trip in Term 3, 4 or 5.
<b>Texts to read before you are 5:</b>	In addition to topic based texts, we would like the children to be very familiar with the following: Oi Frog, Whatever Next!, The Gruffalo, What the Ladybird Heard, You Choose, Six Dinner Sid, My Skin, Your Skin, The Tiger who came to Tea, Percy the Park Keeper - After the Storm, Handa's Surprise, The Three Little Pigs, Goldilocks and the Three Bears					