

BURE PARK PRIMARY SCHOOL CURRICULUM MAP

RECEPTION



	AUTUMN TERM	SPRING TERM			SUMMER TERM	
OVERARCHING THEMES	<p>Unique Child 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>Positive Relationships Children flourish with warm, strong, caring and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p>Enabling environments 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>Learning and Development 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>PLAY 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 years education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>					
TOPIC	Super Duper You	Toys Past and Present	Winter Worlds	Wonderful Wolves	Remarkable Rainforests	Growing and Changing
KEY ELEMENTS	<ul style="list-style-type: none"> • All About Me Books • How am I super? • Who is in my family? • Harvest Festival – where does our food come from? 	<ul style="list-style-type: none"> • What is my toy like? What are my grown ups' toys like? Compare • How would I feel if I lost a special toy? • Diwali • Bonfire Night • Remembrance Day • What is the Nativity story? 	<ul style="list-style-type: none"> • What is ice freezing and melting • Arctic vs Antarctic • Penguins – where do they live? • What similarities/ differences can we see between life 	<ul style="list-style-type: none"> • What is the story of Little Red Riding Hood • What are wolves? • Spring walk • Easter • Mother's Day 	<ul style="list-style-type: none"> • What is a rainforest? • Where is Encanto set? • Can we find out some facts about the rainforest? What lives there? Where are rainforests in the world? How are rainforests different from our outdoor environment? 	<ul style="list-style-type: none"> • What would we like to learn about frogs? • What is the life cycle of a frog? • How are we growing and changing? - linked to transition programme of events

			<p>here and for the Inuit</p> <ul style="list-style-type: none"> • What is winter? • Valentine's Day • Lunar New Year 		<ul style="list-style-type: none"> • What super powers do people have? Kindness/strength/looking after animals/keeping us safe/ loving us 	<ul style="list-style-type: none"> • What would we like to share with our new teacher? • Arts Fortnight
KEY TEXTS	Super Duper You – Sophy Henn	<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>Immi -Karin Littlewood</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>Spreading your wings and fly: moving to my new class (Twinkl)</p>
HOOK IN	N/A	Bringing in a labelled toy	Wintery worlds classrooms + making their own stick person	Little Red Riding Hood performance	Visit from ZooLab with rainforest animals	Tadpoles in the classroom - pond dipping in the sensory garden
Supporting Texts (see also core texts below)	<p>Our House - sharing story</p> <p>Owl Babies</p> <p>Monkey Puzzle</p> <p>Peace at Last</p> <p>Colour Monster</p> <p>Starting School - J&A Ahlberg</p> <p>In my heart</p> <p>Kind</p>	<p>Old Toys- twinkl text</p> <p>Old Bear- Jane Hissey</p> <p>Biscuit Bear</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 (if Shrove Tuesday falls within term time)</p> <p>Various versions of Little Red Riding Hood</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 how best to approach this. With this in mind texts may change. Ideas include:</p> <p>Jungles: Rumble in the Jungle, Walking through the Jungle</p> <p>Space: Whatever Next</p> <p>Oceans: Commotion in the Ocean</p>	<p>What the Ladybird Heard – Julia Donaldson</p> <p>The Cautious Caterpillar</p> <p>Eric Carle - The Tiny Seed / The Very Hungry Caterpillar</p> <p>Life cycle books</p> <p>Non fiction frog/toad books</p>
TOPIC	Super Duper You	Toys Past and Present	Winter Worlds	Wonderful Wolves	Remarkable Rainforests	Growing and Changing

Communication and Language	Wellcomm Assessments and group work	Wellcomm Assessments and group work	Wellcomm Assessments and group work	Wellcomm Assessments and group work	Wellcomm Assessments and group work	Wellcomm Assessments and group work
	<p>Be able to sit, listen and join in with short carpet time sessions of up to 15 minutes.</p> <p>Daily phonics- start RWI introducing set 1 sounds</p> <p>Daily Story Times</p> <p>Learning names – circle games, rolling balls, parachute games, bears and the honey.</p> <p>Learn and use language associated with family, feelings and what I like to do</p> <p>Who lives in my home? discussion, drawing pictures and labelling</p> <p>Help children to develop their social phrases e.g. response to how are you today? 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: traditional nursery rhymes</p>	<p>Be able to sit, listen and join in with carpet times and extend these to 20mins</p> <p>Daily phonics- RWI in homogenous groups</p> <p>Daily Story Times</p> <p>Talk about my favourite toy – ask questions about others and talk about what I have found out</p> <p>Diwali language – Diva, lights Rama and Sita, Bollywood, Indian food.</p> <p>Firework language – bang, pop, fizz, glitter, explode.</p> <p>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 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</p>	<p>Be able to sit, listen and join in with carpet times of up to 20mins</p> <p>Daily phonics - RWI in homogeneous groups</p> <p>Daily Story Times</p> <p>Language specific to penguins and habitats; Artic, Antarctic, frozen, iceberg, avalanche, polar, Northern Lights.</p> <p>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.</p> <p>Modelling explicitly how we ask questions and support children to generate some questions for things they would like to find out about penguins</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</p>	<p>Be able to sit, listen and join in with carpet times of up to 20mins</p> <p>Daily phonics - RWI in homogeneous groups</p> <p>Daily Story Times</p> <p>Forest school – what can/did we see? .</p> <p>Language linked to traditional tale – LRRH and encouragement of voices for characters</p> <p>Role playing LRRH / Having conversations between characters</p> <p>Children generating their own questions to ask LRRH/the wolf/or about wolves</p> <p>Language around plant processes – bud, blossom, shoot, bulb, daffodil.</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>Be able to sit, listen and join in with carpet times, extend these to up to 25 mins</p> <p>Daily phonics - RWI in homogeneous groups</p> <p>Daily Story Times</p> <p>Forest school – what can/did we see? .</p> <p>Children to ask questions about rainforests including about animals during Zoolab visit</p> <p>Links to nursery rhymes via the Jolly Postman</p> <p>Learning some spanish words e.g. oruguita = caterpillar, mariposa = butterfly, burro = donkey, casa = house, flor = flower</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>Be able to sit, listen and join in with carpet times of up to 25mins</p> <p>Daily phonics- RWI in homogenous groups</p> <p>Daily Story Times</p> <p>Learning about the life cycles of a frog</p> <p>Asking questions we would like to find out about frogs/ yr1.</p> <p>Answering ‘why’ questions, e.g. why did the caterpillar get so fat?</p> <p>Terms about books and print; Author, cover, title, blurb.</p> <p>Observing tadpoles change from tadpoles to froglets</p> <p>What has happened? What do you think will happen next?</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 in CP</p>

		and away in a manger – in preparation for carols around the tree	characters e.g. the boy/ the penguin Lots of reading of the key texts and opportunity to repeat and retell in own words. 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	Songs: Who’s afraid of the big bad wolf, Spring Chicken		Songs: Tiny caterpillar, Today is Monday, Days of the week song, 5 speckled frogs.
<i>Development Matters</i>	<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>					
TOPIC	Super Duper You	Toys Past and Present	Winter Worlds	Wonderful Wolves	Remarkable Rainforests	Growing and Changing

<p>Personal, Social and Emotional Development</p>	<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 & 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/ Mel/ Postal worker/ 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>Spreading my wings focus activity</p> <p>Father’s Day activities. What do we like to do with Daddy?</p>
<p>Development Matters</p>	<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>					
<p>TOPIC</p>	<p>Super Duper You</p>	<p>Toys Past and Present</p>	<p>Winter Worlds</p>	<p>Wonderful Wolves</p>	<p>Remarkable Rainforests</p>	<p>Growing and Changing</p>

Physical Development	Fine Motor	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 – hold a sentence	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 RWI letter formation booklets at the start of the day	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.
	Gross Motor	Co-operation games including parachute games. Climbing using the outdoor equipment Different ways of moving to be explored with children.	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.
Development Matters		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					

	<p>Early Learning Goals: <i>Gross Motor Skills</i>: 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. <i>Fine Motor Skills</i>: 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.</p>					
TOPIC	Super Duper Me	Toys Past and Present	Winter Worlds	Wonderful Wolves	Remarkable Rainforests	Growing and Changing
Literacy	<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 RWI session</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 RWI session</p> <p>Daily Story</p>	<p>Start of the day writing</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 RWI session</p> <p>Daily Story</p>	<p>Start of the day writing</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 RWI session</p> <p>Daily Story</p>	<p>Children to begin the day with RWI formation booklet</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>Blue Lolly Stick challenge- independent writing</p> <p>Daily RWI session</p> <p>Daily Story</p>	<p>Start of the day writing: using images from Pobble/ literacy shed as inspiration</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>Blue Lolly Stick challenge- independent writing</p> <p>Daily RWI session</p> <p>Daily Story</p>
Development Matters	<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>					

TOPIC	Super Duper You	Toys Past and Present	Winter Worlds	Wonderful Wolves	Remarkable Rainforests	Growing and Changing
Mathematics	<p>counting, days of the week, lots of number songs</p> <p>Pre number skills Matching pairs – same/different, sorting, odd one out, comparing amounts</p>	<p>Numbers 1-5 Number – intro 1,2,3 – counting forwards, backwards and looking at different arrangements e.g. dice, 5 frame, , subitising, then link to 2 and 3 step patterns Number – 4 and 5 – different arrangements e.g. dice, 5 frame, subertising,</p>	<p>2D shape Circle, triangle, square, rectangle, edges, corners</p> <p>capacity, size, weight – language for and comparison of Composition of 4 & 5 using five frames</p> <p>1 more, 1 less Five frames, concrete apparatus e.g. unifix, dienes</p>	<p>6,7,8,9,10 Counting strategies, composition, recognition and formation of numbers, introduction of 10s frames, number bonds – working towards automatic recall</p>	<p>Teens numbers e.g. $12 = 10 + 2$, using x2 10s frames</p> <p>odd and even seeing pattern within 0-10 and then to 20</p> <p>Doubling - up to double 5 - working on using fingers and then automatic recall</p> <p>Addition - bonds - working on recall</p>	<p>Addition & subtraction</p> <p>3D shape Cube, cuboid, cone, sphere, cylinder</p> <p>Comparing length – links to growing</p>
Development Matters	<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>					
TOPIC	Super Duper You	Toys Past and Present	Winter Worlds	Wonderful Wolves	Remarkable Rainforests	Growing and Changing
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>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.</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</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. Spring walk: make collections, take photos. Make observational drawings of plants flowers or</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.</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. Stories eg Titch Discuss transition to Y1. introduce systems used in Y1</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>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 the stick to retell the journey later in the day/week . Use as a basis to mark make a map of the journey. Could we tell the other toys where we went or use it to retrace our steps to collect a forgotten/left behind toy or tell a job share teacher where we went.</p> <p>Brown Paper Bear: discuss and name the toys in the story eg tin soldiers, pull along dog</p>	<p>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 here? What is it like etc. Compare to school environment. Look at a globe - different areas can have different types of climate. Where are the cold areas, Poles Discuss other areas where types of penguins live. Non-fiction books and information about penguins</p>	<p>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>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 4</p> <p>People who help us - we all have a power - what is yours? Explore that have the super power to help us in our everyday life just like the characters in Encanto</p>	<p>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>outdoor CP: Planting and growing + tadpoles - discuss how we care for the natural world and plants around us. Make close observations of our plants and/ or tadpoles and how they change and grow over time.</p>
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Development Matters	<p>Children in Reception should: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p>Early Learning Goals: <i>Past and Present</i>: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <i>People, Culture and Communities</i>: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <i>The Natural World</i>: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>					
TOPIC	Super Duper You	Toys Past and Present	Winter Worlds	Wonderful Wolves	Remarkable Rainforests	Growing and Changing
Expressive Art and Design	<p>Weekly Charanga sessions.</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</p>	<p>Weekly Charanga sessions.</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>Weekly Charanga sessions.</p> <p>Designing homes for hibernating animals.</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</p>	<p>Weekly Charanga sessions.</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>Weekly Charanga sessions.</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>Weekly Charanga sessions.</p> <p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by</p> <p>Collage tadpoles/frogs, designing ponds for frogs and tadpoles</p> <p>Clay/salt dough life cycles - collaborative?</p>

	<p>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>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>– 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>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>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 children's fantasy's go in.</p> <p>Rousseau's Tiger / animal prints if a jungle theme, modern day under water art impressions by Kim and Kay Vaudin, paleo artists (dinosaurs)</p>	<p>Life cycles,</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 minibests / 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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<p><i>Development Matters</i></p>	<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. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					
<p>Parental Involvement</p>	<p>Home visits Staggered start Introduction to early years workshop Tapestry</p>	<p>Parents evening Nativity Carols around the Tree Tapestry</p>	<p>Tapestry</p>	<p>Parents evening Easter Parades Tapestry</p>	<p>Tapestry</p>	<p>Reports Sports Day Transition meetings/videos Tapestry Arts Week Exhibition Summer Fayre</p>
<p>Texts to read before you are 5:</p>	<p>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</p>					