



Reception Curriculum Map - 2016 – 2017

	Autumn	Spring	Summer
<p>Enrichment</p>	<p align="center">IF TOYS WERE ALIVE, WHERE WOULD THEY GO?</p> <p>SMSC Focus: REMEMBRANCE <u>Educational Visits</u> Ashburton Woods Walk Westfield's Barnaby Bear (Build a Bear) <u>Stay and Play</u> Science Week <u>Author – Jez Alborough</u> <u>Autumn 1 – Toys</u> Where's my teddy? My friend Bear It's the Bear Some dogs do Cuddly Dudley Duck in the truck Nat the cat's sunny smile Watch out big bro's coming Fix it Duck Captain Duck Shhh! Duck don't wake the baby <u>Home Corner</u> Forest from 'Where's my Teddy?' <u>Homework Project</u> Design a toy for a baby <u>Autumn 2 - Space</u> <u>Authors – Claire Freedman & Colin McNaughton</u> Winnie in space Aliens love underpants Aliens in underpants save the world We're off to look for aliens Here come the aliens George's dragon Superkid Spider sandwiches One winters night Have you seen who's just moved in? Watch out there's a monster about <u>Home Corner</u> Rocket – Space backdrop <u>Homework Project</u> Design/Make a rocket out of recycled materials - 'Show and Tell' <u>Focus Weeks</u> <ul style="list-style-type: none"> Heritage Week & Choral Speaking Week (WB 26th September 2016) Science Week (WB 17 October 2016) Work Week (WB 14 November 2016) Rights and Respect Week – Safety/ friendship, anti-bullying (WB 21 November 2016) <u>Focus Dates:</u> Roald Dahl 100 year Birthday – 13th September 2016 National Poetry Day – 6th October 2016 Christmas Lunch – December 2016 <u>Assessments</u> Baseline Assessments: WB 12th September 2016 Autumn Assessments: WB 28th November 2016</p>	<p align="center">WHERE DID ALL THE DINOSAURS GO?</p> <p>SMSC Focus: IDENTITY <u>Educational Visits</u> Animal Magic (Visitors) Newham City Farm Living Eggs (Visitors) <u>Stay and Play</u> Phonics <u>Spring 1 – Dinosaurs</u> <u>Author – Ian Whybrow</u> Say hello to the dinosaurs Harry and the bucketful of dinosaurs Harry and the bucketful of dinosaurs, The snow smashers Harry and the bucketful of dinosaurs, The flying save Harry and the bucketful of dinosaurs, A monster surprise Harry and the bucketful of dinosaurs go wild Harry and the bucketful of dinosaurs story collection (audio) <u>Home Corner</u> Dinosaur dig <u>Homework Project</u> Dinosaur posters <u>Spring 2 - Animals</u> <u>Author – Ian Whybrow</u> Say hello to the baby animals Say goodnight to the sleepy animals Say hello to the snowy animals Say Boo! To the animals <u>Home Corner</u> Vets <u>Homework Project</u> Make an animal out of recycled materials – 'Show and Tell' <u>Focus Dates:</u> World Book Day – 3rd March 2017 Red Nose Day – 17th March 2017 <u>Assessments</u> Spring Assessments: 13th March 2017</p>	<p align="center">WHAT WOULD AN ALIEN TAKE TO THE SEASIDE?</p> <p>SMSC Focus: GLOBAL CITIZENSHIP <u>Educational Visits</u> Park Trip Local Walk Place of Worship (St Margaret's Catholic Church) <u>Stay and Play</u> Maths at home <u>Author – Ruth Galloway</u> <u>Summer 1 – Seasides</u> Fidgety Fish Fidgety Fish and friends Clumsy Crab Smiley Shark Ticky Octopus Whales first song <u>Summer 2 – Pirates (More stories from Colin McNaughton)</u> Jolly Roger Captain Abdul Captain Abdul's Pirate School Captain Abdul's little treasure Boo! Giant Hmmmmm Goal Shhhhhh Who's been sleeping in my porridge? (Poems) <u>Home Corner</u> Seaside Shop Pirate ship backdrop <u>Homework Project</u> Pack a suitcase for a day at the seaside and label <u>Assembly:</u> Buddha Day – 17th May 2017 <u>Focus Weeks:</u> <ul style="list-style-type: none"> Year 6 SATs Week (WB 8th May 2017) KS1 SATs (WB 22nd May 2017) Refugee Week (19th June 2017) Sports/Healthy Eating Week (3rd July 2017) <u>Focus Dates:</u> Sports Day – 7th July 2017 Music Sharing – July 2017 Carnival – July 2017 <u>Assessments</u> Summer Assessments: WB 12th June 2017</p>

<p>Expressive Arts and Design</p>	<p>Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> • Begin to build a repertoire of songs and dances • Explore what happens when they mix colours • Experiment to create different textures • Understand that different media can be combined to create new effects • Manipulate materials to achieve a planned effect <p>Being Imaginative</p> <ul style="list-style-type: none"> • Create simple representations of events people and objects • Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences • Choose particular colours to use for a purpose 	<p>Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> • Explore the different sounds of instruments • Construct with a purpose in mind using a variety of resources • Use simple tools and techniques competently and appropriately • Select appropriate resources and adapt work where necessary • Select tools and techniques needed to shape assemble and join materials they are using <p>Being Imaginative</p> <ul style="list-style-type: none"> • Introduce a story line or narrative into play • Play alongside other children who are engaged in the same theme • Play cooperatively as part of a group to develop and act out a narrative 	<p>Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> • Sing songs, make music and dance and experiment with ways of changing them • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function <p>Being Imaginative</p> <ul style="list-style-type: none"> • Use what they have learnt about media and materials in original ways, thinking about uses and purposes • Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories
<p>Understanding the World</p>	<p>People and Communities</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines <p>The World</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change <p>Technology</p> <p>We Are Game Players (Unit 21)</p> <ul style="list-style-type: none"> • Complete a simple program on a computer 	<p>People and Communities</p> <ul style="list-style-type: none"> • Talk about past and present events in own lives and in the lives of family members <p>The World</p> <ul style="list-style-type: none"> • Know about similarities and differences in relation to places, objects, materials and living things <p>Technology</p> <p>We Can Count (Unit 16)</p> <ul style="list-style-type: none"> • Use ICT hardware to interact with age appropriate computer software <p>We Are Designers (Unit 17)</p> <ul style="list-style-type: none"> • Use ICT hardware to interact with age appropriate computer software 	<p>People and Communities</p> <ul style="list-style-type: none"> • Know that other children don't always enjoy the same things and are sensitive to this • Know about similarities and differences between themselves and others and among families, communities and traditions <p>The World</p> <ul style="list-style-type: none"> • Talk about the features of immediate environment and how environments might vary from one another • Make observations of animals and plants and explain why something's occur, and talk about changes <p>Technology</p> <p>We Are DJs (Unit 6)</p> <ul style="list-style-type: none"> • Recognise that a range of technology is used in places such as homes and schools <p>We Are Film Producers (Unit 24)</p> <ul style="list-style-type: none"> • Select and use technology for particular purposes
<p>Literacy</p>	<p>Reading</p> <ul style="list-style-type: none"> • Continue a rhyming string • Hear and say the initial sound in words • Segment sounds in simple words and blend them together, and know which letters represent some of them • Link sounds to letters, naming and sounding the letters of the alphabet <p>Writing</p> <ul style="list-style-type: none"> • Give meaning to marks they make as they draw write and paint • Begin to break the flow of speech into words • Continue a rhyming string • Hear and say the initial sound in words • Segment the sounds in simple words and blend them together • Link sounds to letters, naming and sounding the letters of the alphabet 	<p>Reading</p> <ul style="list-style-type: none"> • Begin to read words and simple sentences • Use vocabulary and forms of speech that are increasingly influenced by experiences of books • Enjoy an increasing range of books • Know that information can be retrieved from books and computers <p>Writing</p> <ul style="list-style-type: none"> • Use some clearly identifiable letters to communicate meaning, represent some sounds correctly and in sequence • Write own name and other things such as labels and captions • Attempt to write short sentences in meaningful contexts 	<p>Reading</p> <ul style="list-style-type: none"> • Read and understand simple sentences • Use phonic knowledge to decode regular words and read them aloud accurately • Read some common irregular words • Demonstrate understanding when talking with others about what they have read <p>Writing</p> <ul style="list-style-type: none"> • Use phonic knowledge to write words in ways which match their spoken sounds • Write some irregular common words • Write simple sentences which can be read by themselves and others • Spell some words correctly and others are phonetically plausible

<p>Maths</p>	<p>Number</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance • Recognise numerals 1-5 • Count up to three or four objects by saying one number name for echo tem • Count actions or objects which cannot be moved • Count objects to ten and begin to count beyond ten • Count out up to six objects from a larger group • Select the correct numeral to represent one to five, then one to ten objects • Count an irregular arrangement of up to en objects <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> • Begin to use mathematical names for "solid" 3d shapes and "flat" 2d shapes and mathematical terms to describe shapes • Select a particular named shape • Describe their relative position such as behind, or next to • Order two or three items by length or height • Use familiar objects and common shapes to create and recreate patterns and build models 	<p>Number</p> <ul style="list-style-type: none"> • Estimate how many objects they can see and check by counting them • Use the language of "more" and "fewer" to compare two sets of objects • Find the total number of items in two groups by counting all of them • Say the number that is one more than a given number • Find one more or one less from a group of up to five objects, then ten objects • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting • Record, using marks that they can interpret and explain • Begin to identify own mathematical problems based on own interest and fascinations <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> • Use everyday language related to time • Begin to use everyday language related to money • Order and sequence familiar events • Measure short periods of time in simple ways • Order two items by weight or capacity 	<p>Number</p> <ul style="list-style-type: none"> • Count reliably with numbers from one to twenty, place them in order and say which number is one more or one less than a given number • Using quantities and objects, add and subtract two dingle digit numbers and count on or back to find the answer • Solve problems, including doubling halving an sharing <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> • Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems • Recognise, create and describe patterns • Explore characteristics of everyday objects and shapes and use mathematical language to describe them
<p>PSED</p>	<p>Living in the wider world</p> <ul style="list-style-type: none"> • Rights and responsibility Week • Work week • Heritage week <p>Making Relationships</p> <ul style="list-style-type: none"> • Initiate conversations, attend to and take account of what others say • Explain own knowledge and understanding and ask appropriate questions of others <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions • Describe self in positive terms and talk about abilities <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> • Understand that own actions affect other people eg become upset or try to comfort another child when they realise they have upset them • Aware of the boundaries set and of behavioural expectations in the setting 	<p>Making Relationships</p> <ul style="list-style-type: none"> • Take steps to resolve conflicts with other children e.g. finding a compromise • Play cooperatively taking turns with others <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> • Confident to try new activities and say why they like some activities more than others <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy • Talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable 	<p>Making Relationships</p> <ul style="list-style-type: none"> • Take account of one and others ideas about how to organise their activity • Show sensitivity to others needs and feeling and form positive relationships with adults and other children <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> • Confident to speak in a familiar group, talk about their ideas and choose the resources they need for their chosen activities • Say when they do or don't need help <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> • Work as part of a group or class, and understand and follow the rules • Adjust their behaviour to different situations and take changes of routine in their stride

Communication and Language	<p>Listening and Attention</p> <ul style="list-style-type: none"> Maintain attention, concentrate and sit quietly during appropriate activity Two channelled attention – can listen and do for short span <p>Understanding</p> <ul style="list-style-type: none"> Respond to instructions involving a two part sequence, understand humour e.g. nonsense rhymes and jokes Follow a story without pictures or props <p>Speaking</p> <ul style="list-style-type: none"> Extend vocabulary, especially by grouping or naming, exploring meaning and sounds of new words Use language to imagine and recreate roles and experiences in play situations Link statements and stick to a main theme or intention 	<p>Listening and Attention</p> <ul style="list-style-type: none"> Listen attentively in a range of situations <p>Understanding</p> <ul style="list-style-type: none"> Listen and respond to ideas expressed by others in conversation or discussion <p>Speaking</p> <ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking, ideas, feelings and events Introduce a story line or narrative into their play 	<p>Listening and Attention</p> <ul style="list-style-type: none"> Listen to stories, accurately anticipate key events and responds to what they hear with relevant comments questions or actions Give attention to what others say and respond appropriately while engaged in another activity <p>Understanding</p> <ul style="list-style-type: none"> Follow instructions involving several ideas or actions Answer how and why questions about their experiences and in response to stories or events <p>Speaking</p> <ul style="list-style-type: none"> Express themselves effectively showing awareness of listeners needs Use past present and future forms accurately when talking about events that have happened or are to happen in the future Develop their own narratives and explanations by connecting ideas or events
Physical Development	<p>Moving and Handling</p> <ul style="list-style-type: none"> Experiment with different ways of movement Jump off an object and land appropriately Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Travel with confidence and skill around, under, over, and through balancing and climbing equipment Show increasingly control over an object in pushing, patting, throwing, catching or kicking it <p>Health and Self Care</p> <ul style="list-style-type: none"> Eat a healthy range of food stuffs and understand need for variety on food Usually dry and clean during the day Show some understanding that good practices with regard to exercise, eating sleeping and hygiene can contribute to good health 	<p>Moving and Handling</p> <ul style="list-style-type: none"> Use simple tools to effect changes to materials Handle tools, objects, construction and malleable safely and with increasing control Show a preference for a dominant hand Begin to use anticlockwise movement and retrace vertical lines Begin to form recognisable letters Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed <p>Health and Self Care</p> <ul style="list-style-type: none"> Show understanding for the need for safety when tackling new challenges and consider and manage some risks Show understanding of how to transport and store equipment safely Practice some appropriate safety measures without direct supervision 	<p>Moving and Handling</p> <ul style="list-style-type: none"> Show good control and coordination in large and small movements Move confidently in a range of ways, safely negotiating space Handle equipment and tools effectively including pencils for writing <p>Health and Self Care</p> <ul style="list-style-type: none"> Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently
RE	<p>Celebrations</p> <ul style="list-style-type: none"> <i>Sukkot</i> <i>Diwali</i> <i>Guru Nanak's Birthday</i> <i>Christmas</i> <p>Sukkot</p> <ul style="list-style-type: none"> Explore the concept of growth and harvest Show some understanding of how festivals are celebrated <p>Guru Nanak's Birthday</p> <ul style="list-style-type: none"> Make links between a story and their own experiences Understand why Guru Nanak is important to Sikhs 	<p>Celebrations</p> <p><i>-Easter</i></p> <p>The Lost Coin</p> <ul style="list-style-type: none"> Make links between own experiences and a story Explore the meaning of a story and the message for Christians <p>Easter</p> <ul style="list-style-type: none"> Understand the concepts of sadness and happiness Talk about how Christians celebrate Easter 	<p>Celebrations</p> <p><i>-Eid-UI-Fitr</i></p> <p>Eid</p> <ul style="list-style-type: none"> Begin to understand why Eid is important to Muslims Show some understanding of how festivals are celebrated <p>The Donkey and the Tiger Skin</p> <ul style="list-style-type: none"> Know how special clothes are used to celebrate Talk about and share special feelings in relation to celebrations