

SHEEN MOUNT PRIMARY SCHOOL CURRICULUM MAP: Reception 2023-2024

Please see Development Matters Reception statements as a guide to what we expect most children can do at this stage and the Early Learning Goals (ELGs)

	Autumn Term	Spring Term	Summer Term			
Prime Areas of Learning						
Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. This area is sometimes taught explicitly* as whole class learning, but most often through play, high quality, enabling learning environments, and skilful teacher interactions to help each child take the next step in their learning. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures, and begin to develop oracy skills.</p> <p><i>ELGs: Listening, attention and understanding/Speaking</i></p>					
Personal, Social and Emotional Development: <i>Linked to SM Living Values</i>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p><i>ELGs: Self-regulation/Managing self/Building relationships</i></p>					
	<p><u>COOPERATION</u> Define cooperation using examples from stories and the children’s experiences. Provide activities that require cooperation and explore the statement: ‘Cooperation is working together with patience and affection.’</p>	<p><u>LOVE</u> Define love in light of the statements ‘Love is caring. Love is sharing.’ Provide opportunities for caring and sharing to be demonstrated and understood. Explore the lyrics of the song ‘The Magic Penny’.</p>	<p><u>RESPECT</u> Define respect in the exploration of: ‘Respect is listening to others. Respect is treating others nicely.’ Explore how it feels when someone doesn’t listen or treat us nicely. What does it look like when they do? Provide role play opportunities.</p>	<p><u>SIMPLICITY</u> Define simplicity using the statements: ‘Simplicity is natural. Simplicity is beautiful.’ Search for examples in our immediate environment. Provide opportunities for quiet reflection.</p>	<p><u>HAPPINESS</u> Define happiness in light of the statement: ‘Happiness is having fun with my friends.’ Consider how this happiness makes others feel as well as ourselves. Should we be happy if we are making others unhappy?</p>	<p><u>TOLERANCE</u> Reflect on the values we have explored this year to enable us to understand tolerance, especially with reference to the statement: ‘Tolerance is accepting others and appreciating differences.’ Share stories that celebrate diversity.</p>
	<p><u>UNITY</u> Define unity by exploring the statement: ‘Unity is working together with a shared goal.’ Reflect on moments when we all work together, e.g. earning a class reward. How does unity make us feel?</p>	<p><u>PEACE</u> Define peace by reflecting on the statement: ‘Peace is quiet inside.’ Provide opportunities for the children to achieve a sense of stillness and consider how it feels to be quiet inside.</p>	<p><u>RESPONSIBILITY</u> Define responsibility by exploring how we take care of our learning environment. Create jobs for the children to take responsibility for. Is it only the responsibility of the person who has the job or can we help each other?</p>	<p><u>HUMILITY</u> Define humility by exploring turn taking. Initiate games for the children to play that enable them to develop their skills. How do we feel on the inside when we have to wait?</p>	<p><u>HONESTY</u> Define honesty in relation to the statement: ‘Honesty is telling what really happened.’ Consider if this is the same as telling tales and when tales need to be told. Develop an ‘honesty box’.</p>	<p><u>TOLERANCE/FREEDOM</u> Reflect on the values we have explored this year to enable us to understand tolerance, especially with reference to the statement: ‘Tolerance is accepting others and appreciating differences.’ Share stories that celebrate diversity.</p>

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<p>Physical</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. Continuous provision in an enabling environment supports children's motor skills. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allows children to develop proficiency, control and confidence. Adults continuously check the process of children's handwriting (pencil grip and letter formation, including directionality), providing extra support and guidance where needed. <i>ELGs: Gross motor skills/Fine motor skills</i></p>					
<p>Fine Motor</p>	<p>Encourage preference for a dominant hand if not already established</p> <p>Funky Fingers/Fine motor skills activities and sessions throughout the week</p> <p>Use a knife and fork at lunchtime</p> <p>Large-scale mark-making, using variety of materials</p> <p>Mark making and begin to form letters</p> <p>Gross motor activities to develop core strength</p> <p>Name writing, concentrating on the correct pencil grip</p> <p>Copy patterns to support learning how to write certain letters</p> <p>Letter formation practice linked to Phonics lessons</p> <p>Use of whiteboards and pens</p> <p>Holding scissors correctly</p> <p>Cutting activities to develop skills</p>		<p>Continued from Autumn term, as well as:</p> <p>Name writing, concentrating on the correct pencil grip and letter formation</p> <p>Dough Disco</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside and in a group</p>		<p>Continued from Autumn and Spring term, as well as:</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Develop small motor skills so that they can use a range of tools competently, safely, and confidently <i>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons</i></p> <p>Know and be able to talk about the different factors that support their overall health and wellbeing: <i>regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</i></p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>	
<p>Gross Motor and PE</p>	<p>Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the trikes, bikes and other playground equipment.</p> <p>Indoor PE: Movement: jumping, walking, jogging, running, tiptoeing, freezing, hopping, balancing, marching, travelling at different speeds, travelling forwards and backwards</p> <p>Outdoor PE: Movement and Travelling</p>	<p>Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the trikes, bikes and other playground equipment.</p> <p>Indoor PE: Movement: galloping and jumping, exploring animal travelling movements Object Control: throwing, dribbling, catching, racket control, rolling balls</p> <p>Outdoor PE: Object Control</p>	<p>Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the trikes, bikes and other playground equipment.</p> <p>Indoor PE: Body Awareness: changing directions, finding space, looking, moving, changing direction, using eye contact and working with others Dances from around the world</p> <p>Outdoor PE: Balance</p>	<p>Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the trikes, bikes and other playground equipment.</p> <p>Indoor PE: Stability: balancing (when moving forwards, backwards and sideways on a 'tightrope'), balancing objects on head, moving with both hands and feet on the floor (crab and caterpillar), bear crawling, creative balance in freeze position (4point, 3 point, 2 point, 1 point balances), balancing in different positions Swimming Outdoor PE: Stability</p>	<p>Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the trikes, bikes and other playground equipment.</p> <p>Indoor PE: Swimming</p> <p>Outdoor PE: Attacking</p>	<p>Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the trikes, bikes and other playground equipment.</p> <p>Indoor PE: Swimming</p> <p>Outdoor PE: Introduction to Athletics</p>

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Specific Areas of Learning

Maths	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including counters and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. We follow White Rose Maths and practise number formation each week after the numbers 1-5 have been explored.</p> <p><i>ELGs: Number/Numerical patterns</i></p>					
	<p><u>Getting to know you</u> Maths Baseline Assessment <u>Match, Sort and Compare</u> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules <u>Talk about measures and patterns</u> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns</p>	<p><u>It's me 1, 2, 3</u> Find 1, 2, 3 Subitise 1, 2, 3 Represent 1, 2, 3 1 more 1 less Composition of 1, 2, 3 <u>Circles and Triangles</u> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position <u>1, 2, 3, 4, 5</u> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1, 2, 3, 4, 5 <u>Shapes with 4 sides</u> Identify and name some shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and Night</p>	<p><u>Alive in 5</u> Introduce zero Find 0-5 Subitise 0-5 Represent 0-5 1 more 1 less Composition Conceptual subitising to 5 <u>Mass and Capacity</u> Compare mass Find a balance Explore capacity <u>Growing 6, 7, 8</u> Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising</p>	<p><u>Length, height and time</u> Explore length Compare length Explore height Compare height Talk about time Order and sequence time <u>Building 9 and 10</u> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd <u>Exploring 3D shapes</u> Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns. Copy and continue patterns Patterns in the environment</p>	<p><u>To 20 and beyond</u> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns <u>How many now?</u> Add more How many did I add? Take away How many did I take away? <u>Manipulate, compose and decompose</u> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes</p>	<p><u>Sharing and grouping</u> Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles <u>Visualise, build and map</u> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations <u>Make connections</u> Deepen understanding Patterns and relationships</p>

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<p>Literacy</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). In Phonics, we follow the Little Wandle Letters and Sounds scheme. <i>ELGs: Comprehension/Word reading/Writing</i></p>					
<p>Writing</p>	<p><u>Texts:</u> The Colour Monster Starts School We all belong! What if we were all the same? In every house, on every street A Place called HOME This is how we keep healthy Who are you? Winnie and the enormous pumpkin Fox's favourite autumn</p> <p><u>Writing Opportunities:</u> Mark Making Drawing shapes Name recognition and copying /writing Letter formation linked to Phonics progression Labelling Captions Lists</p> <p><u>Techniques:</u> Oral composition using full sentences, including past, present and future tenses Scribing for children until able to attempt writing themselves. Oral segmenting Spelling using initial sounds Correct pencil grip Finger spaces</p>	<p><u>Texts:</u> Man on the Moon My very first space book Space Song Rocket Ride Aliens Love Underpants Dear Santa Jolly Christmas Postman</p> <p><u>Writing Opportunities:</u> Mark Making Drawing shapes Name recognition and copying /writing Letter formation linked to Phonics progression Labelling Captions Lists Letters Writing words with taught GPCs</p> <p><u>Techniques:</u> Oral composition using full sentences, including past, present and future tenses Scribing for children until able to attempt writing themselves. Oral segmenting Spelling using initial sounds and taught GPCs Correct pencil grip Finger spaces Full stops Capital letters</p>	<p><u>Texts:</u> Linked to 'All around the world' topic All about camels Little Panda with blue feet Dreamy Antarctica</p> <p><u>Writing Opportunities:</u> Building on Autumn term and including: Letters / postcards Sequencing Simple phrases Shared and independent writing Recounts Poems</p> <p><u>Techniques:</u> Building on Autumn term and including: Expressing ideas and feelings about experiences using full sentences, including past, present and future tenses Making use of conjunctions, with modelling and support</p>	<p><u>Texts:</u> TBC The Encyclopaedia of Very Important Dinosaurs</p> <p><u>Writing Opportunities:</u> Building on Autumn term and including: Riddles Non – fiction sentences Questions Facts Short sentences</p> <p><u>Techniques:</u> Building on Autumn term and including Expressing ideas and feelings about experiences using full sentences, including past, present and future tenses Making use of conjunctions, with modelling and support Adjectives Questions and question marks</p>	<p><u>Texts:</u> TBC Three Little Pigs The Little Red Hen Gingerbread man Billy Goats Gruff, Anansi and the Golden Pot</p> <p><u>Writing Opportunities:</u> Building on Spring term and including: Story maps Storyboards Short stories/booklets Speech and speech bubbles</p> <p><u>Techniques:</u> Building on Spring term and including Story structure (beginning, middle, end) Speech Inverted commas speech marks when reading Forming lowercase and capital letters Short sentences with GPCs, capital letter, finger space and full stop Reading aloud/to an adult to check it makes sense Simple phrases/sentences that can be read by others</p>	<p><u>Texts:</u> TBC The Very Hungry Caterpillar Snail Trail by Ruth Brown Are You a Bee?</p> <p><u>Writing opportunities:</u> Storyboards Short stories/booklets Speech and speech bubbles Labelling Non-fiction sentences / books, Riddles</p> <p><u>Techniques/Mechanics:</u> Building on Spring term and including Story structure (beginning, middle, end) Speech Inverted commas speech marks when reading Forming lowercase and capital letters Short sentences with GPCs, capital letter, finger space and full stop Reading aloud/to an adult to check it makes sense Simple phrases/sentences that can be read by others</p>

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Reading	Literacy Baseline Assessment	Reading/Phonics: (Little Wandle Phonics Scheme)	Reading/Phonics: (Little Wandle Phonics Scheme)
	<p>Reading/Phonics: (Little Wandle Phonics Scheme)</p> <p><u>Word Reading:</u> Phase 2 GPCs Oral blending Teacher led segmenting and blending Independent segmenting and blending Reading words consistent with developing phonics knowledge using phonics to decode words Phase 2 tricky words Children look at:</p> <ul style="list-style-type: none"> ● words with s /s/ added at the end (hats sits) ● words ending with s /z/ (his) ● words with s /z/ added at the end (bags) <p><u>Reading Comprehension: (Link to Communication and Language)</u></p> <p>Learn rhymes, poems, songs Learn and use new vocabulary Ask questions to learn more and check understanding Share ideas in full sentences Listen to and talk about stories Engage in stories and non-fiction books Sequence and retell stories</p> <p>Autumn 1: Phase 1 Revision Phase 2: GPCs: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l Tricky words: is, l, the Autumn 2: Phase 2: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk Tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p>	<p>Reading/Phonics: (Little Wandle Phonics Scheme)</p> <p><u>Word Reading:</u> Phase 2 and 3 GPCs Independent segmenting and blending Reading words consistent with developing phonics knowledge using phonics to decode words Phase 2 and 3 tricky words Children to look at:</p> <ul style="list-style-type: none"> ● words with double letters: dd, mm, tt, bb, rr, gg, pp and ff ● words with two or more digraphs ● words ending in -ing ● compound words ● words with s in the middle /z/ s ● words ending -s ● words with -es at the end /z/ <p><u>Reading Comprehension: (Link to Communication and Language)</u></p> <p>Learn rhymes, poems, songs Learn and use new vocabulary Ask questions to learn more and check understanding Share ideas in full sentences Listen to and talk about stories Engage in stories and non-fiction books Sequence and retell stories Describe events in detail Listen to and talk about non-fiction Start to predict, anticipate and make inferences</p> <p>Phase 3: GPCs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er Tricky words: was, you, they, my, by, all, are, sure, pure Review all taught so far</p>	<p>Reading/Phonics: (Little Wandle Phonics Scheme)</p> <p><u>Word Reading:</u> Phase 2 and 3 GPCs Independent segmenting and blending Reading words consistent with developing phonics knowledge using phonics to decode words Phase 2, 3 and 4 tricky words Children to look at:</p> <ul style="list-style-type: none"> ● Short vowel CVCC, CCVC, CCVCC, CCCVC, CCCVCC ● Compound words ● root words ending in: -ing, -ed /t/, -ed /id/ /ed/ - est, -ed /d/ ● Long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC ● Phase 4 words ending -s /s/, -s /z/, -es <p><u>Reading Comprehension: (Link to Communication and Language)</u></p> <p>Learn rhymes, poems, songs Learn and use new vocabulary Ask questions to learn more and check understanding Share ideas in full sentences Listen to and talk about stories Engage in stories and non-fiction books Sequence and retell stories Describe events in detail Listen to and talk about non-fiction Continue to predict, anticipate and make inferences</p> <p>Summer 1: Phase 4: Review all graphemes Short vowels with adjacent consonants Tricky words: said so have like some come love do were here little says there when what one out today Summer 2: Phase 4: Review all graphemes Long vowel graphemes with adjacent consonants</p> <p>Tricky words: Review all taught so far</p>

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<p>Understanding the world</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. ELGs: Past and Present, People, culture and Communities, The Natural World</p>					
<p>Linked to National Curriculum Geography History RE</p>	<p>All about me: As part of their understanding of the world around them, children learn about different types of families, ethnicities and home situations. They share information about their own family and find out about other families too. They learn more about their school, school and class life, and their local area. They find out all about keeping healthy and how to celebrate their uniqueness. They explore changes in seasons.</p> <p><u>Festivals:</u> Harvest Rosh Hashanah Halloween Bonfire Night Remembrance</p> <p><u>Vocabulary:</u> School, class, family, belong, look/appearance, personality, similarities, differences, likes, dislikes, local area, house, home, flat, bungalow, detached, semi-detached, healthy living, unique, individual valuable, feelings,</p>	<p>Space: Children explore what they can see, hear and feel in the night sky and link this to space. They learn about the sun, moon, stars and planets, looking at similarities and differences. They explore the job of an astronaut, and key figures in space exploration, and find out what life might be like on the ISS. Children learn about space exploration in the past and design and make their own rockets. They look at how people celebrate Christmas around the world and reflect on their own traditions and celebrations. Children continue to explore seasonal changes and look for signs of Autumn and Winter.</p> <p><u>Festivals:</u> Diwali Hanukkah Advent Christmas</p> <p><u>Vocabulary:</u> Space, sun, solar system, planets, orbit, rotates, star, space station, astronauts, gravity, oxygen, rocket, life, similar, different and vocabulary linked to Christmas around the world.</p>	<p>Around the world Children learn about how and why we travel the world. They locate places on a map starting from the UK and explore travelling there, learning about countries and continents using a world map. Children learn about similarities and differences between life in this country and that of other places like Egypt, China and Antarctica. They compare different climates to their own. They explore and contrast the physical features of different places and learn about landmarks. Children further learn about customs and traditions in different cultures, exploring languages, food, stories, and indigenous people and their ways of life. They go on to learn about animals and how they have adapted in different places, depending on their environment. They also learn about looking after and caring for the world.</p> <p><u>Festivals:</u> Lunar New Year Valentines Festivals linked to countries explored</p> <p><u>Vocabulary:</u> Travel, transport, airport, passport, climate, suitcase, continents, countries, oceans, seas, Egypt, China, Antarctica, traditional, foods, Beaudoin, camel, desert, Lunar new year, panda, environment, suited/adapted, frozen desert, penguin , polar bear, similar, different, and language linked to focus countries.</p>	<p>Dinosaurs Children learn about dinosaurs and their habitats. They look at timelines and find out about the discovery of dinosaurs and significant palaeontologists. They learn about evolution and find out about famous scientists such as Charles Darwin and Mary Leakey.</p> <p><u>Festivals:</u> Easter Mother’s Day Holi</p> <p><u>Vocabulary:</u> Herbivore, Carnivore, Omnivore, Fossil, Triassic, Jurassic, Cretaceous, scales, feathers, teeth, tail, claws, horn, extinct</p>	<p>Stories from around the world Children are encouraged to describe their likes and dislikes about places and note similarities and differences between different people and communities, through traditional stories. They discuss and celebrate different festivals and traditions and begin to talk about change and growing up, in relation to the move to Year 1.</p> <p><u>Festivals:</u> Ramadan and Eid</p> <p><u>Vocabulary:</u> Beginning, middle, end, problem, characters, setting, resolution, similarities, differences, festivals, traditions and other story telling language linked to stories explored.</p>	<p>Life in the undergrowth Children learn about the difference between living and non-living matter, finding out about a range of animals and plants and their life cycles. They learn about the importance of caring for living things and the environment. They will be developing their skills of observation and description in talking about similarities and differences. Through exploration in the outdoor area, the children will learn about forces, sound and properties of materials, as well as developing their skills of prediction, observation and problem solving.</p> <p><u>Festivals:</u> Pride Month Father’s Day</p> <p><u>Vocabulary:</u> Living, non-living, animals, plants, habitat, environment, undergrowth, life cycle. bugs, caterpillar, butterfly, bees, snails, insects and other language linked to the animals and habitats explored</p>

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<p>Linked to National Curriculum Science</p>	<p><u>Knowledge:</u> Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Know about similarities and differences in relation to objects, materials and living things. Recognise that a range of technology is used in places such as homes and schools.</p> <p><u>Skills:</u> Answer 'how' and 'why' questions about their experiences and in response to events. Classifying animals according to their characteristics.</p> <p><u>Vocabulary:</u> food, drink, rest/sleep, exercise, diet, healthy, autumn, leaves, eyes, hair, skin, animal, rabbit, squirrel, dormouse, fur, ears, claws, paws, eyes,</p>	<p><u>Knowledge:</u> Learn about the life cycle of a pumpkin. Learn about signs of autumn. Name the planets of the solar system.</p> <p><u>Skills:</u> Answer 'how' and 'why' questions about their experiences and in response to events. Make predictions based on their own experiences. explore the pumpkins (nature) and make observations.</p> <p><u>Vocabulary:</u> names of planets, space, rocket, constellation, star, orbit, moon, gravity, ice, water, melt, warm, cold, Winter</p> <p><u>Key activities/events:</u> space topic. Learn about rockets & ISS. Name the planets. Make rockets & planets. Frozen Balloons- Observing and discussing the process of freezing and melting. Predicting where ice will melt fastest. Grow pumpkin seeds, observe over time and compare growth of plants in different locations. Autumn walk to Sheen common looking for signs of autumn</p>	<p><u>Knowledge:</u> Know that ice will melt when heated (water cycle). Talk about similarities and differences between countries (language, food, climate, culture) Learn about signs of winter.</p> <p><u>Skills:</u> make predictions based on their own experiences.</p> <p><u>Vocabulary:</u> water, light, ice, water, melt, warm, cold, winter, polar bear, camel, herbivore, carnivore, omnivore, rainforest, habitat, recycling</p> <p><u>Key activities/events:</u> 'caring for our world' topic. Compare and contrast different world locations.</p>	<p><u>Knowledge:</u> Name a range of dinosaurs and talk about whether they were herbivores, carnivores or omnivores.</p> <p><u>Skills:</u> Classify dinosaurs according to their characteristics. Name a range of prehistoric animals & know about their behaviour & diets.</p> <p><u>Vocabulary:</u> habitat, names of dinosaurs, carnivore, herbivore, omnivore, extinct, prehistoric, fossil</p> <p><u>Key activities/events:</u> Dinosaur topic - learn names, weights, heights etc. Classify into carnivores & herbivores.</p>	<p><u>Knowledge:</u> Learn about signs of spring. Recognise changes in plants & associate them with seasonal changes. Water (floating and sinking).</p> <p><u>Skills:</u> Carry out a comparative test with support & draw a simple conclusion. Investigate floating & sinking - predict which objects will float/sink. Name materials & associate different materials with floating or sinking. floating and sinking.</p> <p><u>Vocabulary:</u> waterproof, sink, float, water, changes, liquid, stem, flower, bluebell, leaves, cherry blossoms.</p> <p><u>Key activities/events:</u> Test materials for waterproofing. Spring walk to Sheen common looking for signs of spring.</p>	<p><u>Knowledge:</u> Name a range of vertebrates & invertebrates. Recognise changes in plants & associate them with seasonal changes.</p> <p><u>Skills:</u> Classify animals according to their characteristics.</p> <p><u>Vocabulary:</u> habitat, invertebrate, vertebrate, snails, slugs, ants, bees (worker bee, drone bee, queen bee), honey, worms, ants, tentacle, thorax, abdomen, head, chrysalis, cocoon, butterfly, caterpillar.</p> <p><u>Key activities/events:</u> 'Life in the undergrowth' topic - explore & classify vertebrates & invertebrates. Learn about habitats.</p>
<p><i>Ongoing activities throughout the year: observe effects on the body after physical exercise. Discuss healthy eating & balanced diets. Respond to, discuss & explore scientific events as they happen e.g. rain, ice, snow, fog, thunder, lightning. Water play - observe properties & behaviour of liquids.</i></p>						

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<p>Expressive Arts and Design</p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Painting, 3D modelling, messy play, collage, loose parts, cutting, drama, role play, threading, moving to music, clay sculptures, construction, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work/interests and passions. <i>ELGs: Creating with materials/Being imaginative and expressive</i></p>		
<p>Linked to National Curriculum Art D&T</p>	<p><u>Sketching skills:</u> Children learn to use shape, patterns and textures to sketch a picture of themselves. They</p> <ul style="list-style-type: none"> ● discuss similarities and differences between faces and skin colours ● examine their own face in mirrors ● use appropriate coloured pencils to sketch their face <p><u>Painting:</u> Children explore mixing together colours to create autumn pictures. Primary colours are explored. Children complete an investigation into the colours in autumn on our autumn walk, examine the shapes of leaves and draw outlines, experiment with mixing trays to create the appropriate colours and explore this with watercolours and poster paint. Children also explore colours to paint a self-portrait.</p> <p><u>Food Technology:</u> Children learn how to make pumpkin soup and use the story of Winnie and the enormous pumpkin as a starting point.</p> <p><u>Structures:</u> Children learn how to construct a house for a rabbit, squirrel or a dormouse. Children learn how to make a rocket linked to their space topic.</p> <p><u>Print making skills</u> Children make repeated patterns using a number of different printing objects. Children make rubbings out of autumn leaves.</p> <ul style="list-style-type: none"> ● children collect leaves from the autumn walk ● children are shown how to complete the rubbing process ● children select a range of colours to complete their own leaf rubbing 	<p><u>Collaging:</u> Children create transient art pictures using different materials. Children use different materials to create collages linked to animals and dinosaurs.</p> <p><u>Food Technology:</u> With cultures and traditions in mind, the children learn how to make Egyptian flatbread</p> <p><u>Sculpting:</u> Children develop skills in a number of projects using dough.</p> <ul style="list-style-type: none"> ● talk about dinosaurs and the shapes within ● manipulate dough to create the shape for a specific dinosaur ● focus on the different techniques and resources you need to make the parts of your dinosaur ● introduce how to attach two pieces of dough together ● introduce how to make patterns (feather, scales) on the dinosaur 	<p><u>Sketching</u> Children learn to use shape, patterns and textures to make observations and sketch animals and plants</p> <ul style="list-style-type: none"> ● children learn about the plants and animals around them ● children examine the features and shapes of these plants . ● children use appropriate coloured pencils to sketch what they have observed <p><u>Structures:</u> The children make a bridge for the three Billy Goats Gruff, test their design and then evaluate.</p> <p><u>Collaging</u> Children create transient art pictures using different materials.</p> <ul style="list-style-type: none"> ● Children talk about insects and make their own picture inspired by Henri Matisse’s ‘Snail’.

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Linked to National Curriculum Music

Singing & Performing

Children use their voices expressively and creatively by singing songs. Songs will be repetitive and cumulative, action songs, simple melodies and familiar melodies with new lyrics.

Singing will reinforce learning linked to learning linked to space, maths, dinosaurs, insects/minibeasts, nursery rhymes, phonics, silly songs.

Children will learn songs for celebrations and performing to the wider community: *Harvest Singing Assembly, Christmas Singing Assembly, Spring Singing Assembly and class assemblies*

Listening

Children will regularly listen to music from different cultures and periods of music.

Children will explore music, dance and instruments related to the Chinese New Year.

Composing

Children create sounds using their bodies and instruments.

Children clap rhythmic patterns.

Children are encouraged to draw pictures to represent the sounds music they are making.

Instruments

Children are able to access instruments in and outside the classroom.

Instruments refers to all resources, which have sound-making possibilities, eg pans and wooden spoons should be considered to be instruments. Children are taught to treat all instruments with care and respect.

Vocabulary

In EYFS, much of the vocabulary is taught through guided listening and singing. Children are encouraged to use technical vocabulary when exploring music through play during continuous provision.

See Vocabulary document for more detail: https://docs.google.com/document/d/1v1mcPricQ-EKl2mGvMxtraO4mjqW_dMwLs1QTVHE/edit?usp=sharing

Resources

Sing Up Reception Curriculum is a resource used to support ideas and sequence learning.

<https://www.singup.org/music/sing-up-music/reception>

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Early Learning Goals	The Early Learning goals can be found in all of the subjects listed above		
Communication and Language	<p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	
Personal, Social and Emotional Development	<p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
Physical Development	<p>ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing. 	
Literacy	<p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.

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Mathematics	<p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Have a deep understanding of number 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. 		<p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
Understanding the World	<p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
Expressive Arts and Design	<p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 		<p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>