

## Sheen Mount Reception Curriculum Map 2024-2025

Communication and Language: LISTENING AND SPEAKING	Autumn 1 All about me	Autumn 2 Traditional Tales	Spring 1 Toys	Spring 2 Space	Summer 1 Around the world	Summer 2 Life in the undergrowth
<b>Content from Development Matters Guidance</b>	<p>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, and 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>					
<b>Content</b> <b>(Link to Self-Regulation)</b>	<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>					
<b>End of Year Early Learning Goals (ELGs):</b>	<p><b>Listening, Attention and Understanding:</b>            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> <p><b>Speaking:</b>            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>					

Personal, Social and Emotional Development	Autumn 1 All about me	Autumn 2 Traditional Tales	Spring 1 Toys	Spring 2 Space	Summer 1 Around the world	Summer 2 Life in the undergrowth
<b>Objectives from Development Matters Guidance</b>	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. Personal hygiene 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					
<b>KAPOW Units of work Skills and knowledge is covered through each unit, as well as throughout the EYFS curriculum</b>	<b>Managing -self</b> <b>My wellbeing</b> Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.	<b>Self - Regulation:</b> <b>My feelings:</b> Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	<b>Building relationships</b> <b>Special relationships:</b> Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.	<b>Self- regulation</b> <b>Listening and following instructions:</b> Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.	<b>Building relationships</b> <b>My family and friends</b> Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.	<b>Managing self:</b> <b>Taking on challenges:</b> Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practising 'grounding' coping strategies.
<b>End of Year Early Learning Goals (ELGs):</b>	<b>Self-Regulation:</b> 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. <b>Managing Self:</b> 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. <b>Building Relationships:</b> 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.					
<b>Living Values:</b>	<b>COOPERATION</b> 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.'	<b>LOVE</b> 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'.	<b>RESPECT</b> 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.	<b>SIMPLICITY</b> Define simplicity using the statements: 'Simplicity is natural. Simplicity is beautiful.' Search for examples in our immediate environment. Provide opportunities for quiet reflection.	<b>HAPPINESS</b> 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?	<b>TOLERANCE</b> 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><b><u>UNITY</u></b>  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><b><u>PEACE</u></b>  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><b><u>RESPONSIBILITY</u></b>  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><b><u>HUMILITY</u></b>  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><b><u>HONESTY</u></b>  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><b><u>TOLERANCE/FREEDOM</u></b>  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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Physical Development GROSS MOTOR SKILLS FINE MOTOR SKILLS	Autumn 1 All about me	Autumn 2 Traditional Tales	Spring 1 Toys	Spring 2 Space	Summer 1 Around the world	Summer 2 Life in the undergrowth
<b>Objectives from Development Matters Guidance</b>	<p><b>Physical Development</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: Tolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.</p>					
<b>PE</b>	<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>Indoor PE: Movement: galloping and jumping, exploring animal travelling movements</p> <p>Object Control: throwing, dribbling, catching, racket control, rolling balls</p> <p>Outdoor PE: Object Control</p>	<p>Indoor PE: Body Awareness: changing directions, finding space, looking, moving, changing direction, using eye contact and working with others</p> <p>Dancing linked to Toys.</p> <p>Outdoor PE: Balance</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</p> <p>Outdoor PE: Stability Swimming</p>	<p>Indoor PE: Outdoor PE: Attacking Swimming</p>	<p>Indoor PE: Outdoor PE: Introduction to Athletics Swimming</p>
<b>Find Motor skills content</b>	<p>To use a dominant hand.</p> <p>To mark make using shapes.</p> <p>To begin to use a tripod grip when using mark making tools.</p> <p>To thread large beads.</p> <p>To use large pegs.</p> <p>To hold scissors correctly and make snips in paper.</p> <p>To use tweezers to transfer objects.</p> <p>To make points in playdoh by pinching.</p> <p>To develop control when using basic equipment e.g. scissors.</p>	<p>To hold a knife and fork correctly.</p> <p>To begin to use anticlockwise movements and retrace vertical lines.</p> <p>To hold scissors correctly and cut along a straight or zig zagged line.</p> <p>To use a tripod grip when mark making.</p> <p>To write taught letters using correct letter formation.</p>	<p>To continue to use a tripod grip for mark making.</p> <p>To thread with small beads.</p> <p>To use small pegs.</p> <p>To write taught letters using correct letter formation.</p> <p>To hold scissors safely and correctly and cut straight, zig zag and curved lines with increasing accuracy.</p>	<p>To hold scissors safely and correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation and control the size of the letters formed.</p>	<p>To hold scissors safely and correctly and cut out various materials.</p> <p>To paint using thinner brushes.</p> <p>To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.</p>	<p>To create detail in drawings, using a range of tools accurately.</p> <p>To cut out shapes, materials and resources with skill and accuracy.</p> <p>To independently use a knife and fork for all appropriate meals.</p>
<b>End of Year Early Learning Goals (ELGs):</b>	<p><b>Gross Motor Skills:</b> 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> <p><b>Fine Motor Skills:</b> 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>					

Literacy	Autumn 1 All about me	Autumn 2 Traditional Tales	Spring 1 Toys	Spring 2 Space	Summer 1 Around the world	Summer 2 Life in the undergrowth
<b>Objectives from Development Matters Guidance</b>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>					
<b>Comprehension content</b>	<p>To use pictures to tell stories.</p> <p>To listen to stories read and engage in story time.</p> <p>To learn rhymes, poems and songs.</p> <p>To independently look at a book, holding it the correct way and turning pages carefully.</p> <p>To seek out favourite books to share with an adult, another child or alone.</p>	<p>To sequence and retell familiar stories.</p> <p>To join in with repeated phrases and actions in stories.</p> <p>To begin to answer questions about stories read to them.</p> <p>To role-play and act out stories they have heard.</p> <p>To begin to understand the sequence of a story, identifying the beginning, middle and end.</p> <p>To start to predict, anticipate and make inferences.</p>	<p>To enjoy an increasing range of books, which may include fiction, non-fiction, poems and rhyme.</p> <p>To describe events with increasing details.</p> <p>To talk about likes and dislikes in a story/book.</p> <p>To ask questions to learn more and clarify understanding.</p>	<p>To begin to predict what might happen next in a story.</p> <p>To suggest what might happen at the end of a story.</p> <p>To retell a story they have heard.</p> <p>To identify and talk about the characters in books they are enjoying listening to or reading.</p>	<p>To begin to answer questions about what they have read.</p> <p>To use vocabulary that is influenced by their experience of books.</p> <p>To ask questions to learn more and clarify understanding.</p> <p>To predict, anticipate and make inferences.</p>	<p>To answer questions about what they have read.</p> <p>To know information can be retrieved from books.</p> <p>To use a book to find the answer to a given question.</p> <p>To discuss likes and dislikes in a story/book.</p> <p>To understand and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p>
<b>Word Reading Little Wandle Phonics Scheme</b>	<p>Phase 1 Revision</p> <p>Phase 2 GPCs: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p> <p>Tricky words: is, l, the</p>	<p>Phase 2: GPCs: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</p> <p>Tricky words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p> <p>words with s /s/ added at the end (hats sits)</p> <p>words ending with s /z/ (his)</p> <p>words with s /z/ added at the end (bags)</p>	<p>Phase 3 GPCs: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</p> <p>Tricky words: was, you, they, my, by, all, are, sure, pure</p>	<p>Phase 3 GPCs: Review all taught so far</p> <p>words with double letters: dd, mm, tt, bb, rr, gg, pp and ff</p> <p>words with two or more digraphs</p> <p>words ending in -ing</p> <p>compound words</p> <p>words with s in the middle /z/ s</p> <p>words ending -s</p> <p>words with -es at the end /z/</p>	<p>Phase 4: Review all graphemes</p> <p>Short vowels with adjacent consonants</p> <p>Tricky words: said so have like some come love do were here little says there when what one out today</p>	<p>Review all graphemes</p> <p>Long vowel graphemes with adjacent consonants</p> <p>Tricky words: Review all taught so far</p> <p>Short vowel CVCC, CCVC, CCVCC, CCCVC, CCCVCC</p> <p>Compound words</p> <p>root words ending in: -ing, -ed /t/, -ed /id/ /ed/ - est, -ed /d/</p> <p>Long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC</p> <p>Phase 4 words ending -s /s/, -s /z/, -es</p>
<b>Writing content</b>  <i>Link Physical development linked to fine motor skills development</i>	<p>To copy name from a name label.</p> <p>To copy letter shapes which are familiar to them, e.g. from their name.</p> <p>To give meaning to the marks they make as they write.</p> <p>To copy taught shapes and letters.</p> <p>To mark make and use letter knowledge when writing role e.g pretend shopping list.</p>	<p>To write their name.</p> <p>To use the correct letter formation of taught letters.</p> <p>To write the initial sounds as labels/captions for drawings/pictures.</p> <p>To write CVC words using taught sounds and teacher modelling.</p> <p>To create story maps with pictures and initial sounds/labels.</p>	<p>To form lower case letters correctly, from the correct starting point.</p> <p>To start to spell words by identifying sounds and writing the letters taught.</p> <p>To begin to write short sentences/captions, with support.</p> <p>To understand that sentences start with a capital letter and end with a full stop.</p> <p>To begin to use finger spaces.</p>	<p>To continue to form lower case letters correctly, from the correct starting point.</p> <p>To continue to spell words by identifying sounds and writing the letters taught.</p> <p>To continue to write short sentences/captions, with support.</p> <p>To begin to form capital letters.</p> <p>To continue to use some finger spaces.</p>	<p>To form lower and capital letters correctly.</p> <p>To write short sentences and captions.</p> <p>To use finger spaces most of the time.</p> <p>To begin to use some full stops.</p> <p>To begin to write longer words which are spelt phonetically.</p> <p>To begin to use a capital letter at the start of a sentence.</p>	<p>To form lower and capital letters correctly.</p> <p>To write short sentences and captions that can mostly be read by others.</p> <p>To use finger spaces most of the time.</p> <p>To use some full stops.</p> <p>To begin to write longer words which are spelt phonetically.</p>

	<p>To write the initial sounds as labels/captions for drawings/pictures.</p> <p><b>Texts:</b> The Colour Monster Starts School We all belong! In every house, on every street Who are you? A Place called HOME A superhero like me! This is how we keep healthy Winnie and the enormous pumpkin</p>	<p>To recognise speech and speech marks</p> <p><b>Texts:</b> Three Little Pigs The Little Red Hen Billy Goats Gruff Dear Santa Jolly Christmas Postman .</p>	<p>To recognise and explore questions and question marks.</p> <p><b>Texts:</b> Once their were giants by Martin Waddell Toys in the past by Elizabeth Moore Peepo by the Ahlbergs</p>	<p>To understand that sentences start with a capital letter and end with a full stop. To recognise and explore questions and question marks.</p> <p><b>Texts:</b> Man on the Moon My very first space book Aliens Love Underpants</p>	<p>To begin to read their written work back and check for meaning. To recognise speech and speech marks.</p> <p><b>Texts:</b> Linked to 'All around the world' topic All about camels Little Panda with blue feet Dreamy Antarctica</p>	<p>To begin to use some capital letters at the start of a sentence. To begin to read their written work back and check for meaning. To recognise speech and speech marks. To begin to add more detail using adjectives and conjunctions.</p> <p><b>Texts:</b> Nature Trail The Very Hungry Caterpillar Snail Trail by Ruth Brown Are You a Bee? The very busy spider</p>
<b>Writing Opportunities</b>	<p><b>Writing opportunities:</b> Name recognition Copying name Writing name Mark making Drawing shapes Writing using Initial sounds Letter formation linked to Phonics progression Labels Captions Lists Story maps Oral composition, including past, present and future tenses Scribing Developing correct pencil grip Writing and spelling words using initial sounds and taught GPCs Phonics hunt</p>		<p><b>Writing opportunities:</b> Building on Autumn term and including: Simple phrases Shared and independent writing Recounts Sequencing Lists Letters Riddles Poems Questions Facts</p>		<p><b>Writing opportunities:</b> Building on Spring term and including: Speech and speech bubbles Short phrases and sentences in /booklets Facts and non-fiction sentences Labelling Riddles Speech and speech bubbles Postcards</p>	
<b>End of Year Early Learning Goals (ELGs):</b>	<p><b>Literacy</b></p> <p><b>Comprehension</b> 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> <p><b>Word Reading</b> 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> <p><b>Writing</b> 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>					

Mathematics	Autumn 1 All about me	Autumn 2 Traditional Tales	Spring 1 Toys	Spring 2 Space	Summer 1 Around the world	Summer 2 Life in the undergrowth
<b>Objectives from Development Matters Guidance</b>	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 0-5 and some to 10. Select, rotate and manipulate shapes 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.					
<b>White Rose Scheme</b>	<u>Getting to know you</u> 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	<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.	<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	<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.	<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>Sharing and grouping</u> Explore sharing. Sharing Explore grouping. Grouping Even and odd sharing. Play with and build doubles. <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.	<u>Manipulate, compose and decompose</u> Compose shapes. Decompose shapes. Copy 2-D shape pictures. Find 2-D shapes within 3-D shapes. <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
<b>End of Year Early Learning Goals (ELGs):</b>	<b>Number:</b> 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. <b>Numerical Patterns:</b> 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	Autumn 1 All about me	Autumn 2 Traditional Tales	Spring 1 Toys	Spring 2 Space	Summer 1 Around the world	Summer 2 Life in the undergrowth
<p><b>Objectives from Development Matters Guidance</b></p>	<p>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><b>Past and Present People, cultures and communities (includes Religious education and PSED)</b></p>	<p>At the start of their Sheen Mount journey, children explore what it means to be themselves and be part of a school, class, family and wider community. 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 explore similarities and differences and think about people in their lives that are important/special. They find out the role of people in society that help us, such as doctors, vets police, and learn about keeping healthy and how to celebrate their uniqueness.</p> <p><u>Festivals:</u> Harvest Diwali</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, special, feelings</p>	<p>Children explore and immerse themselves in well-known traditional tales and use their communication and imagination to retell these stories in different ways. They are encouraged to describe their likes and dislikes and note similarities and differences between different characters and communities, through these stories. They look at how people celebrate Christmas around the world and reflect on their own traditions and celebrations.</p> <p><u>Festivals:</u> Bonfire Night Hanukkah Christmas</p> <p><u>Vocabulary:</u> Beginning, middle, end, problem, characters, setting, resolution, similar, different and other story telling language linked to stories explored, vocabulary linked to festivals and Christmas around the world</p>	<p>Children develop their understanding of the past by first thinking about personal events in their memory and explore a timeline. They understand that someone's age is the time since they were born. They learn about the past and present and how toys have changed. They explore how children played in the past, looking at toys and games. Games. They compare photos of the past and present and make observations and comparisons.</p> <p><u>Festivals:</u> Lunar New Year/Chinese New Year Valentines</p> <p><u>Vocabulary:</u> Toys, old, new, past, present, materials, changes, stronger, durable, movement, educational, fun</p>	<p>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.</p> <p><u>Festivals:</u> Easter</p> <p><u>Vocabulary:</u> Space, sun, solar system, planets, orbit, rotates, star, space station, astronauts, gravity, oxygen, rocket, life</p>	<p>Children start by learning about how people travel and why, countries and continents using a world map and learn about the country they live in. They learn about similarities and differences between life in this country and that of other places like Egypt, China and Antarctica. They explore and contrast the climate and 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 also learn about looking after and caring for the world.</p> <p><u>Festivals:</u> Eid</p> <p><u>Vocabulary:</u> Airport, passport, climate, suitcase, continents, countries, oceans, seas, Egypt, China, Antarctica, traditional, foods, environment, physical, landmarks, animals, suited/adapted, similar, different</p>	<p>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 develop their skills of observation and description in talking about similarities and differences. They learn about sun safety.</p> <p><u>Festivals:</u> Pride Month</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>



<p><b>The Natural world (Science)</b></p>	<p><u>Knowledge:</u> Know the importance of good health, physical exercise and a healthy diet, and talk about ways to keep healthy and safe. Learn about the life cycle of a pumpkin. Learn about signs of autumn.</p> <p><u>Skills:</u> Answer 'how' and 'why' questions about their experiences and in response to events. Explore the pumpkins (nature) and make observations. Explore and use a simple map.</p> <p><u>Vocabulary:</u> food, drink, rest/sleep, exercise, diet, healthy, autumn, leaves, eyes, hair, skin, body</p> <p><u>Key activities/events:</u> Using a map of playground to go on a treasure hunt. Autumn walk to Sheen common looking for signs of autumn. Learning about pumpkins and making pumpkin soup.</p>	<p><u>Knowledge:</u> Learn about signs of Winter. Recognise changes in plants &amp; associate them with seasonal changes. Water (floating and sinking). Bridges and structures</p> <p><u>Skills:</u> Carry out a comparative test with support &amp; draw a simple conclusion.</p> <p>Investigate floating &amp; sinking - predict which objects will float/sink. Name materials &amp; associate different materials with floating or sinking.</p> <p><u>Vocabulary:</u> waterproof, sink, float, water, changes, liquid, bridges,</p> <p><u>Key activities/events:</u> Test materials for waterproofing.</p>	<p><u>Knowledge:</u> Learn about different types of toys and how they move. They continue to learn about signs of Winter and the impact on animals.</p> <p><u>Skills:</u> Make observations and comparisons. Investigate movement.</p> <p><u>Vocabulary:</u> Linked to winter, seasons, human life cycle changes and toys/movement.</p>	<p><u>Knowledge:</u> Learn about the planets of the solar system and name some features. Know the role of an astronaut. Know that water will freeze and ice will melt when heated. Learn about spring and the impact animals and plant</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.</p> <p><u>Vocabulary:</u> names of planets, space, rocket, constellation, star, orbit, moon, gravity, ice, water, freeze, melt, warm, cold, Spring</p> <p><u>Key activities/events:</u> Space topic. Learn about rockets &amp; ISS. Name the planets. Make rockets &amp; planets. Frozen Balloons- Observing and discussing the process of freezing and melting. Predicting where ice will melt fastest.</p>	<p><u>Knowledge:</u> Talk about similarities and differences between countries (language, food, climate, culture)</p> <p>Learn about animals and adaptation. Explore signs of Spring/Summer. Recognise changes in plants &amp; associate them with seasonal changes. Learn how to look after their environment and world.</p> <p><u>Skills:</u> make predictions and comparisons based on their own experiences.</p> <p><u>Vocabulary:</u> different animal names linked to focus countries e.g Egypt and camels, herbivore, carnivore, omnivore, rainforest, habitat, recycling, spring/summer, stem, flower, bluebell, leaves. cherry blossoms.</p> <p><u>Key activities/events:</u> Compare and contrast different world locations. Spring walk to Sheen common looking for signs of spring</p> <p>Forest schools</p>	<p><u>Knowledge:</u> Name a range of vertebrates &amp; invertebrates. Recognise changes in plants &amp; associate them with seasonal changes. Sun safety.</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., summer, sun, safety, environment.</p> <p><u>Key activities/events:</u> 'Life in the undergrowth' topic - explore &amp; classify vertebrates &amp; invertebrates. Learn about habitats. Forest schools.</p>
<p><b>End of Year Early Learning Goals (ELGs):</b></p>	<p><b>Past and Present:</b> 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> <p><b>People, Culture and Communities:</b> 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> <p><b>The Natural World:</b> 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>					

Expressive Arts and Design	Autumn 1 All about me	Autumn 2 Traditional Tales	Spring 1 Toys	Spring 2 Space	Summer 1 Around the world	Summer 2 Life in the undergrowth
<b>Objectives from Development Matters Guidance</b>	<p>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>					
<b>Creating with materials</b>  <b>Art and DT</b>  <i>(KAPOW units of work are used for lesson ideas and continuous provision activities)</i>	<p><b>Drawing: (Kapow unit Marvellous Marks)</b>            Children learn to use a range of mediums to mark make. They learn to use shape, patterns and colours to sketch a picture of themselves. They discuss similarities and differences between faces and skin colour, examine their own face in mirror and sketch their face Children also explore colours to paint a self-portrait. <i>(Copy of self-portraits for Art books)</i></p> <p><b>Painting: (Kapow unit Paint my world)</b>            Children explore primary colours and name a range of colours. They begin to experiment with colour mixing. They use finger painting and appropriate sized paint brushes. Children apply their understanding of colours to their work on Autumn and explore matching colours to leaves found on our Autumn walk.</p> <p><b>DT Food Technology:</b>            Children learn to use tools to peel, cut and chop pumpkins to help make pumpkin soup, using the story of Winnie and the enormous pumpkin as inspiration. They take part in a 'Pumpkin Day'.</p> <p><b>DT Structures/Joining:</b>            Children make a bridge for the three Billy Goats Gruff, test their design and then evaluate it.</p>	<p><b>Drawing: (Kapow unit Marvellous Marks)</b>            Children learn to use shape, patterns and textures to make observations and sketch different toys. They use appropriate coloured pencils to colour in their sketches. They also use a range of mark making tools to create work linked to space.</p> <p><b>Textiles /Printing</b>            Children make patterns using a number of different printing objects. They link this to patterns in space. They explore a variety of fabrics.</p> <p><b>DT Structures/Joining:</b>            Children explore different junk modelling resources to design and make a rocket linked to their space topic.</p> <p><b>DT Food Technology:</b>            Children make Easter nests and pancakes.</p> <p><b>Painting: (Kapow unit Paint my world)</b>            Children paint to music and work collaboratively to create work linked to space and their feelings.</p>	<p><b>DT Food Technology:</b>            With cultures and traditions in mind, children learn how to make Egyptian flatbread, using different cooking techniques.</p> <p><b>Textiles:</b>            Children develop weaving skills using paper first and then material. They learn the basics of plaiting long strips of material.</p> <p><b>Painting (Kapow unit Paint my world)</b>            Children develop their painting skills by exploring finger painting, natural paint brushes using objects found in nature, paint to music and paint on natural objects such as stones. Children work collaboratively to create a large group painting inspired by nature.</p> <p><b>Collaging (Kapow unit Let's get crafty)</b>            Children develop cutting and joining skills. They create transient art pictures and landscape collages using different materials. They talk about insects and make their own picture inspired by Henri Matisse's 'Snail'. They create a collage linked to seasons.</p> <p><b>Sculpting: (Kapow unit Creation Station)</b>            Children explore playdough and clay to develop sculpting and modelling skills. They design an invertebrate before making it and finally painting it. Children also explore landscape, transient art.</p>			
<b>Being imaginative and expressive</b>  <b>Music</b>	<p><b>Content:</b>            Children join in with singing assemblies and use songs and music throughout the EYFS curriculum. They learn to use their voices expressively and creatively. They listen to music and talk about their likes and dislikes. Children move in time to music and create their own music using body percussion and experiment with different instruments. They listen to music from different countries and cultures.</p> <p><b>Vocabulary:</b>            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: <a href="https://docs.google.com/document/d/1v1mcPricQ-EKI2mGvMxtraO4mjmQW_dMwLs1QTVHE/edit?usp=sharing">https://docs.google.com/document/d/1v1mcPricQ-EKI2mGvMxtraO4mjmQW_dMwLs1QTVHE/edit?usp=sharing</a></p> <p><b>Resources :</b>            Sing Up Reception Curriculum is used to support ideas and learning.</p>					
<b>End of Year Early Learning Goals (ELGs):</b>	<p><b>Creating with Materials</b>            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> <p><b>Being Imaginative and Expressive Invent</b>            Invent, adapt and recount narratives and stories with peers and their teacher.            Sing a range of well-known nursery rhymes and songs.            Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					