







# EARLSMEAD PRIMARY SCHOOL RECEPTION CURRICULUM MAP



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
<b>Potential themes / Children's interests</b>	<b>Marvellous Me</b> 	<b>Let's Celebrate</b> 	<b>Once Upon a Time...</b> 	<b>...A Long Time Ago</b> 	<b>Explore and Discover</b> 	<b>People Who Help Us</b> 
<b>Characteristics of effective learning</b>	Playing and exploring		Active learning		Creating and thinking critically	
<b>Launch Days</b>	Children to bring baby photos and then try to guess who is who.	Have a party! Children to wear party/traditional clothes.	Children dressed as favourite story characters. Role play area set up as a castle.	Discover dinosaur footprints on the way into school.	Children dress as an explorer and explore the school grounds.	Children dress as a person who helps us.
<b>Possible Trips/ Enrichment</b>		Walk to the post box to post letter	Visit from an author	Visit from a baby dinosaur		Fire service, police visit
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>• Only One You</li> <li>• This is Our House</li> <li>• What Makes Me Me</li> <li>• The Pirate Who Said Please</li> <li>• Funnybones</li> </ul>	<ul style="list-style-type: none"> <li>• The Little Red Hen (Harvest)</li> <li>• Rama and Sita (Diwali)</li> <li>• Room on the Broom</li> <li>• Elmer's Birthday</li> <li>• The Jolly Postman</li> <li>• <i>The Nativity</i></li> </ul>	<ul style="list-style-type: none"> <li>• Goldilocks and the Three Bears</li> <li>• The Gingerbread Man</li> <li>• The 3 Little Pigs</li> <li>• Little Red Riding Hood</li> <li>• Jack and the Beanstalk</li> <li>• <i>Chinese New Year story</i></li> </ul>	<ul style="list-style-type: none"> <li>• Dinosaurumpus</li> <li>• How To Look After Your Dinosaur</li> <li>• Dinosaurs Love Underpants</li> <li>• Cave Baby</li> <li>• <i>How To Catch the Easter Bunny</i></li> </ul>	<ul style="list-style-type: none"> <li>• Owl Babies</li> <li>• Whatever Next!</li> <li>• The Gruffalo</li> <li>• Through the Magic Mirror</li> <li>• Tree, Seasons Come, Seasons Go</li> <li>• The Amazing Lifecycle of Butterflies</li> </ul>	<ul style="list-style-type: none"> <li>• A Superhero Like You</li> <li>• Clothesline</li> <li>• Fred the Firefighter</li> <li>• Daisy the Doctor</li> <li>• Topsy and Tim Meet the Police</li> <li>• Ten Things I Can Do To Help My World</li> </ul>

3 Prime Areas Of Learning And Development	Personal, Social And Emotional Development	<p>Sharing and taking turns</p> <p>Learning to follow and understand rules and routines</p> <p>Managing their personal hygiene</p> <p>Develop self confidence</p> <p>Making new friends</p> <p>Recognise what makes them special</p> <p>Who is special to them</p> <p>Know who can help them</p> <p>Beginning to recognise their feelings</p> <p>Begin to recognise similarities and differences between themselves and friends</p>	<p>Talk about and recognise their feelings</p> <p>Speaking confidently and sharing ideas in a small group</p> <p>Choose own resources, saying when they do or do not need help</p> <p>How to keep themselves safe indoors and outdoors</p> <p>How to care and look after their friends, family and environment</p>	<p>Recognise how others are feeling and show empathy and sensitivity</p> <p>Taking account of the ideas of others</p> <p>Adapting to different situations and changes to routine</p> <p>Explaining preferences with regard to activities, tasks or experiences</p> <p>Healthy eating</p> <p>Keeping our body healthy</p> <p>Begin to develop resilience</p> <p>Recognise changes in plants, animals and humans</p>
	Communication And Language	<p>Listen and follow stories</p> <p>Acting out roles that are familiar to them e.g from a story</p> <p>Using talk to organise, sequence and explain our ideas</p> <p>Extend vocabulary by exploring the meaning of new words</p> <p>Sustaining attention while on task</p> <p>Develop and use social phrases</p> <p>Learn and repeat rhymes and songs</p>	<p>Listen attentively</p> <p>Ask questions to find out more</p> <p>Respond to stories with relevant comments, questions and actions</p> <p>Answer how and why questions</p> <p>Use a wider vocabulary</p> <p>Describe events in detail</p> <p>Follow instructions</p> <p>Use conjunctions</p>	<p>Attend and respond to what others are saying</p> <p>Follow more complex instructions</p> <p>Use past, present and future tenses correctly when talking about events</p> <p>Follow a story without pictures or props</p> <p>Explaining ideas by drawing on previous experiences.</p> <p>Articulate ideas in sentences</p>
	Physical Development	<p>Develop core muscles for good posture</p> <p>Fundamental skills – rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Develop overall strength, balance and coordination</p> <p>Manage person hygiene</p> <p>Begin to use pencils and scissors with some control to create lines and shapes</p>	<p>Develop fundamental skills to be used on apparatus</p> <p>Experiment with what their body can do</p> <p>Develop and refine ball skills – throwing, catching, kicking, passing, aiming, batting</p> <p>Use a pencil and scissors with more control</p>	<p>Athletics skills for sports day</p> <p>Team work</p> <p>Combine movements through gymnastics and dance</p> <p>Develop competence, precision when using a ball</p> <p>Use scissors and pencil with control</p> <p>Understand the importance of exercise</p>
4 Specific Areas Of Learning And Development	Literacy	<p>Recognise, copy and begin to write their own name</p> <p>How to look after books</p> <p>Sequence pictures from a familiar story</p> <p>Telling stories through pictures</p> <p>Phase 2 Essential Letters and Sounds programme</p> <p>Read and begin to write individual sounds</p> <p>Begin to form letters correctly</p>	<p>Phase 2/3 Essential Letters and Sounds programme</p> <p>Use letter sounds to read and write short words</p> <p>Retell and talk about the stories they have read</p> <p>Read and write some irregular (tricky) words</p> <p>Difference between fiction and non-fiction texts</p> <p>Begin to write simple sentences</p> <p>Sentence punctuation</p>	<p>Phase 3 Essential Letters and Sounds programme</p> <p>Reading and writing simple sentences with increasing accuracy</p> <p>Identify rhyming words eg sat, cat, bat</p> <p>Form lower case and capital letters correctly</p> <p>Write short sentences with capital letters and full stops</p>

	Mathematics	<p>Counting Matching and sorting Comparing amounts Represent, compare, and compose 1,2,3 Representing numbers to 5 1 more, 1 less</p> <p>Comparing size, mass and capacity Exploring patterns Circle and triangles Positional language Shapes with 4 sides Time</p>	<p>Introduce zero Represent, compare, and compose 4 to 8 Combining 2 numbers Making pairs Counting to 10 Comparing numbers Number bonds to 10</p> <p>Compare mass and capacity Length and height Time 3d shapes Spatial awareness Patterns</p>	<p>Counting and building numbers beyond 10 Adding more Taking away Compose and decompose Doubling Sharing Odd and even Patterns and relationships</p> <p>Spatial reasoning Match, rotate, manipulate Visualise and build Mapping</p>
	Understanding The World	<p>Autumn and Winter walks Fireworks Diwali, Christmas, birthdays, Halloween Family celebrations Talk about members of their family Special places</p>	<p>Winter and spring walks Days of the week Chinese New Year and Easter Dinosaurs Growing plants Compare and contrast characters</p>	<p>Summer walks Life cycle of butterflies People who help us and different jobs Helping the environment Simple maps Exploring the natural world Changing seasons</p>
	Expressive Arts And Design	<p><b>Art &amp; Design units:</b> Drawing: Marvellous marks Seasonal crafts</p> <p><b>Design &amp; Technology:</b> Structures: Junk modelling</p> <p>Exploring colour, texture and pattern Constructing with a purpose in mind Use simple tools with some support Learn new songs Act out familiar situations or stories</p>	<p><b>Art &amp; Design units:</b> Painting and mixed media: Paint my world Seasonal crafts</p> <p><b>Design &amp; Technology:</b> Cooking and nutrition: Soup</p> <p>Explore and create sounds with their body and instruments Design and select materials to create something independently Select and use tools independently Join in with imaginative play</p>	<p><b>Art &amp; Design units:</b> Sculpture and 3D: Creation station Seasonal crafts</p> <p><b>Design &amp; Technology:</b> Textiles: Bookmarks</p> <p>Choose resources and adapt ideas where necessary Select tools and techniques needed to assemble and join materials Perform songs, dances or music</p>

		<b>Music – Me!</b> Copy-clap the rhythm of names. Explore high sounds and low sounds using voices and glockenspiels.	<b>Music – My Stories</b> Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs.	<b>Music – Everyone!</b> Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs.	<b>Music – Our World</b> Copy-clap some rhythms of phrases from the songs.	<b>Big Bear Funk</b> Copy-clap 3 or 4 word phrases from the song. Explore high pitch and low pitch using the images from the songs.	<b>Reflect, Rewind &amp; Replay</b> Revise existing learning.
<b>Safeguarding Links</b>		Talking about feelings	Anti-bullying		PANTS		Healthy lifestyles