

Reception Group Curriculum Map

Year: EYFS - Reception and Nursery	Term 4 Summer 1 Term	Theme: Growing and Recycling			
	Teaching		Learning		
Subject	Weeks 1-6		Success Criteria		
<p align="center">Literacy</p> <p align="center">Love for Reading Book:</p> <p>Superworm The Hungry Caterpillar Jack and the Beanstalk Jasper Beanstalk Mad about Minibeasts</p>	<p>Reading: Daily differentiated Phonics/ Reading sessions Differentiated group guided reading sessions. Sharing fact books about lifecycles and how to recycle. Acting out stories such as The Very Hungry Caterpillar. Sharing big books about the topics. Learning new topic specific vocabulary. Library visits. Y6 book buddy time.</p> <p>Writing: Line writing: labels and captions for lifecycles, recycling posters, letters to the council, descriptions of toys including adjectives, retelling of stories (using sentence openers related to time). Use of capital letters and full stops. Spelling polysyllabic words. Continuous provision such as using the word bank to write messages in the recycling and toy shop role play areas and making and writing words with the sound dice.</p>		<p align="center">Writing</p> <p>Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly</p>	<p align="center">Reading</p> <p>Early Learning Goal</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p align="center">Physical development</p> <p>Early Learning Goal</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>

		<p>identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels,captions.</p> <p>Attempts to write short sentences in meaningful contexts</p>		
Mathematics	<p>Easimaths Addition and subtraction with flowers, sticks and rubber insects. Leapfrog one more/one less. Dice & bugs addition games. Caterpillars subtraction games (flying away as butterflies). Adding coins & using money in the "Charity Shop" role play. Doubles with recycled bag flowers. Doubles & halves game. Positional language with programmable Beebot. (ICT) Using 3D "junk" to make a model. Name & describe shapes Measuring in different ways. Comparing lengths. Numicon activities Money in Toy Shop role play. Making price tags. Matching coins to price tags. Shopping problems. incl adding two items together & getting change. Using time language to order the day. Looking at the clock face & identifying o'clock and half past. Time word problems. Daily ICT games used in starters and continuous provision</p>	<p>Number Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical</p>	<p>Shape, space and measure Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Orders two items by weight or capacity.</p> <p>Uses familiar objects</p>	

		<p>problems based on own interests and fascinations.</p>	<p>and common shapes to create and recreate patterns and build models. Beginning to use everyday language related to money.</p> <p>Orders and sequences familiar events.</p>	
<p>Knowledge and Understanding of the World</p>	<p>Minibeast Hunt in the pond area of school, looking under rocks & tree stumps etc. Observations & drawings of mini beasts. Fact finding about minibeasts. Observe and draw parts of a plant. Label. Make miniature gardens using soil, plants etc and water over time.. Visit the playground & survey favourite equipment. Design a new playground. Look at the different materials used. Visit from the Council to talk about Recycling. Long term effects of non-recycling on the earth Find out about the things that can be made from recycled materials. IWB Barnaby Bear's Sorting Materials game. (ICT) Recycling depot role play where children look at the properties of a wide variety of rubbish and sort into recycling boxes. Exploration of magnets and what is and is not attracted to a magnet. Investigation around the classroom with magnets. Technology hunt around school. What can we find & draw. What is it used for? What do we have at home?</p> <p>Use the Beebots to sequence the stories. Programming the Beepot to move. Paint Program: 2 Simple to draw images from</p>	<p>People and Communities</p> <p>Enjoys joining in with family customs and routines. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>The World</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment Looks closely at similarities, differences, patterns and change.</p>	<p>Technology</p> <p>Completes a simple program on a computer. •Uses ICT hardware to interact with age-appropriate computer software.</p>

	<p>the stories and images of spring. Video children retelling their favourite stories. Children taking pictures of their learning to share through apple TV.</p>			
<p>Expressive arts and Design</p>	<p>Observational drawing/paintings of spring flowers Cotton bud blossom tree painting. Pop up frogs with extending tongue. Kitchen roll bees. Concertina caterpillars. Junk model radios. Rain cloud collage. Junk model windchimes. Printing with any material. Split pin toys. Van Gogh study Henri Matisse art study Charanga music Summer 2 – “Big Bear Funk”</p>	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> •Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using. 	<p>Being Imaginative</p> <ul style="list-style-type: none"> •Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. •Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. •Plays alongside other children who are engaged in the same theme. •Plays cooperatively as part of a group to develop and act out a narrative. 	
<p>Personal, Social and Emotional</p>	<p>Talking about self and own abilities.</p>	<p>Making Relationships</p>	<p>Self-Confidence and</p>	<p>Managing Feelings</p>

<p>Development</p>	<p>Confidence to speak out in a group and speak in role play situations. Act out roles with others Following rules for various races on Sports day and behaving appropriately on Sports day. Work together in the role play Recycling Centre taking turns with the litter pickers etc. Take turns with the minibeasts in the small world.</p> <p>Circle times on: Being sensitive to others and their different needs. Talking about self positively and saying your own abilities.</p>	<p>Early Learning Goal</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Self Awareness</p> <p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>and Behaviour</p> <p>Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
<p>Communication and Language</p>	<p>Hot seating of the different characters in the stories. Talk about their favourite story and say why. Using small world play</p> <p>Finding out about Spring and about some of the creatures in the chosen books. Asking and answering questions about what happens when ingredients are heated.</p> <p>Children learning new vocabulary related to lifecycles. Headbands guessing game (minibeasts) Find out about recycling & learn recycling facts. Respond to questions asked and ask own how and why questions. Listen to the vet talk about his job and ask questions. Follow</p>	<p>Listening and Attention</p> <p>Early Learning Goal</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what</p>	<p>Understanding</p> <p>Early Learning Goal</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or</p>	<p>Speaking</p> <p>Early Learning Goal</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when</p>

	instructions for a magnetic materials hunt & answer questions about what they have found out. Follow instructions for sorting in the recycling unit	others say and respond appropriately, while engaged in another activity.	events.	talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development	In addition to the activities below, the children have daily access to the Outdoor Areas which includes den making, wheeled vehicles on the track, sand, water, PE trolley of equipment, space hoppers, gardening equipment, small world toys, construction, role play areas, chalk & large boards, instruments, mats for free movement, large building blocks & the parachute. Toilet use and hand washing. Winter Olympics, circuit training including throwing, catching, pating, kicking and an obstacle course with under/over equipment. Circuit of stations practising fundamental skills eg skipping, bats and balls, balancing etc. Follow the Early Years Scheme of work for Lancashire	Moving and Handling Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Health and Self-Care Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	
Characteristics of Effective Learning				
Playing and Exploring	Finding out and exploring the setting both indoors and outdoors Exploring the winter objects Exploring our bodies using our senses Joining in with Continuous provision activities. Visit the park and look at the signs of Winter	Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activities Showing particular interests.		

Active Learning	Being involved and concentrating	Maintaining focus on their activity for a period of time Showing high levels of energy, fascination
Creating & Thinking Critically	Having their own ideas	Finding new ways to do things Thinking of ideas
Online Safety	Rules and responsibilities for using the computers and other hardware and software	Talk about why it is important to use computers safely
RE	Shrove Tuesday, Ash Wednesday and Lent. What it means. Shabbat. Looking at artefacts and learn a prayer. Easter Story and Christian beliefs. Palm Sunday. How to show love.	Lancashire SACRE