

Reception Group Curriculum Map

Year: Reception	Term 6 Summer 2 Term	Theme: Animals, Under the Sea and Pirates			
	Teaching		Learning		
Subject	Weeks 1-6		Success Criteria		
<p align="center">Literacy</p> <p align="center">Love for Reading Books:</p> <p>Commotion in the ocean Sharing a shell Shark in the park Sandcastle The fish who could wish Rainbow Fish Seaside Poems Billy's Bucket</p> <p>The pirates next door How I became a pirate The Night pirates Pirates love underpants 10 little pirates The treasure of pirate Frank Pirates perfect pet Troll Pirates of Scurvy Sands</p>	<p>Reading: Daily Phonics Differentiated group guided reading sessions. Fact finding about animals and sea creatures using non fiction books. Library visits. Retelling and acting out pirate stories.</p> <p>Writing: Free writing-descriptions of animals (guess who I am game), descriptions of pirates, pirate names, listing adjectives to describe sea creatures, labelling animals and sea creatures, writing fact books about pets etc. Guided writing to focus on punctuation, spelling polysyllabic words and narrative structure. Rewriting real events using time related sentence openers (eg zoo trip). Continuous provision such as using the word bank to write zig zag story books & messages in bottles. Continuous provision such as matching letters to objects. Writing opportunities in vets role play (telephone messages and prescriptions) and pirate ship (messages in bottles and labelling</p>		<p align="center">Writing</p> <p>Early Learning Goal</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</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>

	treasure maps)			
Mathematics	<p>Easimaths Doubling and halving games. Doubling ladybird spots. Animals at the zoo surveys/bar charts. Telling the time. Number bonds to 10 with sea creatures. Using the water to fill a variety of containers & working out which hold more/less etc. Compare. Problem solving with how many cups fill a container. Estimate & investigate. Numicon activities Positional language mouse game. Parrot positional language – children to discuss where the parrot is in the images. Pirate ship game – children to move in the different directions given – children to describe where they are standing using positional language. Beebot routes. (ICT) Sharing nuts among the parrots & treasure among the pirates in groups of 2, 5, 10. Name & describe the shape of the 3D wrapped treasure. Take the pirate ship to different islands: Directions, estimating distance, measuring and comparing. Daily ICT games used in starters and continuous provision</p>	<p>Number Early Learning Goals</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>Shape, space and measure Early Learning Goals</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	

<p>Knowledge and Understanding of the World</p>	<p>Naming & describing different animals. Matching animals & their young. Looking at how animals change as they grow. Visit to Blackpool Zoo finding out about habitats. Careful handling of animals in the classroom session. Looking at different animal habitats and how they are suited to the animal and environment. Investigating the “Under Sea World”, what it is like and what lives there. Experimenting with floating & sinking; testing a range of objects to see if they float or sink & investigating why. Investigation into how waterproof different materials are. Find the best material for a deep sea diver’s suit. Study of a real fish. Observational drawing & labelling. Visit to the Sea Life Centre Blackpool. Drawing pirate treasure maps & putting on features of a dangerous landscape. Design & make a boat that can float. Make and test it on the water. Looking at land and sea masses on a map (treasure maps).</p> <p>Video children retelling their favourite stories. Children taking pictures of their learning to share through apple TV.</p>	<p>People and Communities Early Learning Goal</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>The World Early Learning Goal</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Technology Early Learning Goal</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
<p>Expressive arts and Design</p>	<p>Spiralling snakes. Handprint elephants. Kitchen roll monkeys. Thumbprint multi-coloured peacock. Dangly octopus Under the sea collage. Wash paintings. Sequinned sea horses. Rainbow fish collage. Tinfoil anchors. Feathered parrots.</p>	<p>Exploring and using media and materials Early Learning Goal</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and</p>	<p>Being Imaginative Early Learning Goal</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own</p>	

	<p>Pirate songs with instruments. Art Wolfe art study The Big Sing, song and dance routine. Charanga music Summer 2 – “Reflect, Rewind, Reply”</p>	<p>techniques, experimenting with colour, design, texture, form and function.</p>	<p>ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	
<p>Personal, Social and Emotional Development</p>	<p>Children follow rules during the visit to the zoo, listen to animal talks & hold animals carefully in the handling session. Children talk about the pirates’ behaviour in the books & decide whether it’s acceptable or not. How could they be nicer? (“The Pirates Next Door”) Working as a team to build a submarine to play in. The children cooperate as a team to play parachute games. Building confidence in the end of year class assembly. Children try new activities in their new Y1 classrooms.</p>	<p>Making Relationships 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-Confidence and Self Awareness Early Learning Goal</p> <p>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>Managing Feelings and Behaviour Early Learning Goal</p> <p>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>Talk about the zoo visit and Sea Life Centre. Learn new vocabulary related to animals and their babies. Children follow instructions on a floating & sinking investigation. They talk about how & why things float/sink. The children explain how they investigated different materials & how waterproof they are. Role play of pirate stories.</p>	<p>Listening and Attention Early Learning Goal</p> <p>Children listen attentively in a range of situations. They listen to stories,</p>	<p>Understanding Early Learning Goal</p> <p>Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’</p>	<p>Speaking Early Learning Goal</p> <p>Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and</p>

	<p>Children visit their new classrooms & teachers to learn about new rules & routines. They ask questions about transition. Modelling use of language used in a vets, beach and pirates for role play.</p>	<p>accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>questions about their experiences and in response to stories or events.</p>	<p>future forms accurately when 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.</p>
<p>Physical Development</p>	<p>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. Let's Move: "Animals went in 2 by 2". Zoo visit and importance of hand washing. Music and movement dancing including fabric. Large cooperative parachute games. Let's Move: "Pirates" parts 1 and 2. Visit from the nurse and the tooth fairy about teeth cleaning. Follow the Early Years Scheme of work for Lancashire</p>	<p>Moving and Handling 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>Health and Self-Care Early Learning Goal</p> <p>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.</p>	
<p>Characteristics of Effective Learning</p>				
<p>Playing and Exploring</p>	<p>Finding out and exploring the setting both indoors and outdoors Exploring the winter objects Exploring our bodies using our senses</p>	<p>Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activities Showing particular interests.</p>		

	Joining in with Continuous provision activities. Visit the park and look at the signs of Winter	
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		Lancashire SACRE