

**Reception Group Curriculum Map**

Year: EYFS - Reception and Nursery	Term 3 Spring Term	Theme: Julia Donaldson Stories/Winter/Castles			
	Teaching		Learning		
Subject	Weeks 1-7		Success Criteria		
<p align="center"><b>Literacy</b></p> <p align="center"><b>Love for Reading</b></p> <p align="center"><b>Book:</b></p> <p>Winter stories and poems: The Mitten The Gruffalo The Gruffalo's child The singing mermaid The princess and the wizard Zog link to castles, knights and dragons</p>	<p>Winter stories and non-fiction books Stories by Julia Donaldson Pencil control Name writing Labelling models Initial sounds Phonics Oral blending Rhyming Story sequencing- Tales Toolkit Home reading books Daily letter formation/handwriting practise Mark making in the sand/foam, magnetic letters Fine motor skill activities such as threading beads, tweezers to pick up objects Modelled line writing: Instructions to make a bird feeder, Gruffalo crumble, instructions to make a snowman, winter poems, labelling a castle, invitations to a banquet, rules of the palace, wishes for the day, lists of vehicles, descriptions of vehicles, road safety rules et</p>		<p align="center"><b>Writing</b></p> <p>Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Writes own name and other things such as labels,captions Can segment the sounds in simple words and blend them together. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p align="center"><b>Reading</b></p> <p>Listens to stories with increasing attention and recall. Looks at books independently. Recognise familiar words and signs such as own name and advertising logos.</p> <p>Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Can segment the sounds in simple words and blend them together and knows which letters represent some of them Begins to read words and simple sentences</p>	<p align="center"><b>Physical development</b></p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp Can copy some letters, e.g. letters from their name.</p> <p>Shows a preference for a dominant hand.</p>

<p><b>Mathematics</b></p>	<p>Estimating, testing &amp; counting the number of people who can be rescued from the icy water. Predict, try out, compare &amp; count.          Pattern making with hats, scarves &amp; gloves.          Ordering numbered penguins &amp; snowmen.          Estimating the number of people who can fit in the Winter carriage.          Add one more or one less.          Numicon Activities Addition Marbles in the tower adding game.          Counting reliably within 20, placing numbers in order and representing them correctly.          Compare lengths of children's scarves.          Look at the shapes which make up snowflakes          To set up a scarves/hat winter shop and begin to understand the value of coins.          Patterns with coloured cars. Measuring distance the cars travel on different surfaces.          Counting bears – can the children count the bears to 10 and beyond.          Counting coins – children to practice counting the coins in the home corner – how many are there?          Estimates – children to estimate how many hearts are in a jar.          Counting hearts – children to practice counting the hearts out of the jar?          Surveys, tallies and bar charts on car colours/vehicle types.          Investigate calendar and time          Daily ICT games used in starters and continuous provision.          Easimaths</p>	<p><b>Number</b></p> <p>Recognises numerals 1 to 5.          Recognise some numerals of personal significance.          Selects the correct numeral to represent 1 to 5, then 1 to 10 objects          Counts objects to 10, and beginning to count beyond 10.          Estimates how many objects they can see and checks by counting them.          In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. •Records, using marks that they can interpret and explain.</p>	<p><b>Shape, space and measure</b></p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.          Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.          Orders two or three items by length or height.          Beginning to use everyday language related to money.          Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	
<p><b>Knowledge and Understanding of the World</b></p>	<p>Winter walk looking at changes in the local landscape.          Finding out about Arctic and Antarctic animals and</p>	<p><b>People and Communities</b></p> <p>Enjoys joining in with</p>	<p><b>The World</b></p> <p>Can talk about some of the things they have</p>	<p><b>Technology</b></p> <p>Completes a simple program on a</p>

<p><b>Winter: Arctic and the Antarctic Castles</b></p>	<p>how they are suited to their environment.  Study of the Arctic and Antarctic and compare it with England  Rescuing animals stuck in the ice by melting it in a range of ways. Observe ice cubes and what happens when they are put in different places.  Make Arctic scenes in the water play.  Make ice lollies  Observing Jack Frost's ice hands melting and freezing  Melting chocolate experiment  Exploring/discussing the materials for Winter Clothing.  Make Crumble or a soup  Investigating different surfaces for cars to run down. How does it affect the friction?</p> <p>Looking at the jobs people in the past had in Castles. Compare to today. Feeling a variety of materials, discussing properties &amp; finding out which is best for the knight's suit of armour and shield.  Playing Dress the Knight on the IWB. (ICT) Learn about medieval banquets and have one! Learning the story of George and the Dragon.</p>	<p>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>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>computer. •Uses ICT hardware to interact with age-appropriate computer software.</p>
<p><b>Expressive arts and Design</b></p>	<p>Georges Seurat Pointilism- painting with cotton buds  Penguin collages  Snowflake cutting  Paint with cold colours and compare to warm colours  Make snow/ice collages using foil/magazines  Make igloos from junk modelling/cups liked to Frozen 1 and 2 Ice castle  Draw with white chalk on black paper  Listen to gentle, floating music/spiky music  Experiment with instruments and make spiky/floaty</p>	<p><b>Exploring and using media and materials</b>  Uses various construction materials.  Realises tools can be used for a purpose  Explores what happens when they mix colours.  Understands that different media can be combined to create new effects. Manipulates</p>	<p><b>Being Imaginative</b>  Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  Chooses particular colours to use for a purpose.  Introduces a storyline or narrative into their play.</p>	

	<p>sounds Charanga music Spring 1 - Everyone!</p> <p>Medieval torches. Art straw castles. Prince/princess crowns. Egg box dragons. Shield making. Learn medieval dances. Lowry study Stained glass windows-Frank Lloyd Wright</p>	<p>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>	<p>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>	
<p><b>Personal, Social and Emotional Development</b></p>	<p>Talking about self and own abilities. Confidence to speak out in a group and speak in role play situations. Act out roles with others Resolution. Working towards a goal. Finding out about keeping safe on the roads. Road Safety rules. Look at ways of keeping warm in the Winter-clothing/earring/moving around/warm drinks Have a selection of warm clothes and discuss which parts of the body they will keep warm. Explore how the Inuit people keep warm Explore how animals keep warm Understand the dangers of snow and ice Study pictures of snowflakes and understand they are all different, just like us Use a recipe to make hot chocolate and share together after a winter walk.</p>	<p><b>Making Relationships</b></p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates play, offering cues to peers to join them. Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p><b>Self-Confidence and Self Awareness</b></p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Can describe self in positive terms and talk about abilities.</p>	<p><b>Managing Feelings and Behaviour</b></p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Aware of own feelings, and knows that some actions and words can hurt others' feelings. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>

<p><b>Communication and Language</b></p>	<p>Hot seating of the different characters in the stories. Talk about their favourite Julia Donadlson story and say why. Using small world play with the arctic animals</p> <p>Finding out about Winter and about some of the creatures in the chosen books. Asking and answering questions about what happens to ice and chocolate when it is heated. Explaining to others how and why the ice melted in the investigations. Anticipating what might happen when testing road surfaces for toy cars and voicing predictions. Explaining why cars move better on some surfaces than others. Learning new vocabulary from the stories and about Winter and using the new vocabulary in their play and writing. Hot seating of roles in the castle. Finding out about life in the castle &amp; sharing findings. Role play in the castle</p>	<p><b>Listening and Attention</b> Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).</p>	<p><b>Understanding</b> Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. •Able to follow a story without pictures or props.</p>	<p><b>Speaking</b> Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>
<p><b>Physical Development</b></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 &amp; large boards, instruments, mats for free movement, large building blocks &amp; the parachute. Toilet use and hand washing. Winter Olympics, circuit training including throwing, catching, pating, kicking and an obstacle course with under/over equipment.</p>	<p><b>Moving and Handling</b> Draws lines and circles using gross motor movements. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Can copy some letters, e.g. letters from their</p>	<p><b>Health and Self-Care</b> Observes the effects of activity on their bodies. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. Shows understanding of the need for safety when tackling new</p>	

	Circuit of stations practising fundamental skills eg skipping, bats and balls, balancing etc. Follow the Early Years Scheme of work for Lancashire	name Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control.	challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely.	
<b>Characteristics of Effective Learning</b>				
<b>Playing and Exploring</b>	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.		
<b>Active Learning</b>	Being involved and concentrating	Maintaining focus on their activity for a period of time Showing high levels of energy, fascination		
<b>Creating &amp; Thinking Critically</b>	Having their own ideas	Finding new ways to do things Thinking of ideas		
<b>Online Safety</b>	Rules and responsibilities for using the computers and other hardware and software	Talk about why it is important to use computers safely		
<b>RE</b>	New Year Celebration and resolutions. Chinese New Year. How it is celebrated? Learn	Lancashire SACRE		

	<p>Chinese animals and the story of how they got their order. Making a Chinese dragon and performing to music Lohri Festival (Punjabi) How to be a good person and care for others. How we have changed as we have grown. Difference between us. Accepting others. Valentines Day and love.</p>	
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