

Reception Group Curriculum Map

Year: EYFS - Reception and Nursery	Term 4 Spring Term	Theme: Spring, Easter, Traditional Tales			
	Teaching		Learning		
Subject	Weeks 1-6		Success Criteria		
<p align="center">Literacy</p> <p align="center">Love for Reading Book:</p> <p>Spring Books: Non-Fiction and poems Spring Mad about Minibeasts Easter story, Pancake day: Mr Wolf's Pancakes The three billy Goats Gruff The Three little pigs Little Red Riding Hood</p>	<p>Spring stories and non-fiction books Stories Pencil control Name writing Labelling models: making a bridge, a house that will not blow down when used in the science experiment. Design a new coat for little red riding hood or prepare a picnic list the food. Rhyming strings. Story sequencing- Tales Toolkit Home reading books Daily letter formation/handwriting practise Modelled line writing: Writing a letter to the troll from the billy goat/s</p> <p>Initial sounds booklets & 3 letter word building. Line writing: rhyming words, character speech bubbles, Wanted posters, writing the Easter story, Lots of opportunities for free writing in continuous provision including in the garden center and kitchen. Writing lists of what you might buy in the garden center, ingredients for making pancakes</p> <p>Using Vocabulary in their writing. Create actions for the new words</p> <p>Daily differentiated Phonics/ Reading sessions. Differentiated group guided reading sessions.</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 identifiable letters to communicate meaning, representing</p>	<p align="center">Reading</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 and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their</p>	<p align="center">Physical development</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>

	<p>Rising stars IWB books. Retelling and acting out a variety of Traditional Tales. Story sequencing cards for The Easter Story. Library visits Our plant diary – draw pictures of how our plant is changing – give meanings to the marks they make. National Scribble Day – Can we give meanings to our scribbles? Reading Phase 3 tricky words and use them in writing</p>	<p>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>	<p>experiences of books. Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p>	
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<p>Mathematics</p>	<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 “Garden Centre Shop” role play. Positional language with programmable Beebot. (ICT) Using 3D “junk” to make a model: Bridge, house Name & describe shapes Numicon activities Money Choosing topping to put on pancakes and using coins to count out totals Daily ICT games used in starters and continuous provision. Sequencing time events from stories. Measuring distance from Three Bears house to Goldilocks. Comparing weights in Red Riding Hood’s shopping baskets. Pattern making with the compare bears. Adding and Subtracting two numbers using the Numicon. Daily ICT games used in starters and continuous provision. Make a repeating pattern using the patterned/coloured eggs Spring counting – children to count the spring objects and attempt to form the numbers/match to the correct numeral. Easter Egg hunt – how many eggs did the children find? Minibeast data collection - count the minibeast and add to a chart/graph.</p>	<p>Number</p> <p>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 problems based on own interests and fascinations.</p>	<p>Shape, space and measure</p> <p>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 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>	
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<p>Knowledge and Understanding of the World</p>	<p>Comparing the materials for The Three Pigs' houses. Build houses and test against a hairdryer! Walk to the park and look at changes between Winter and Spring. Comparing similarities and differences. Looking at animals: names of adult animals and names of baby animals. Observe closely the changes in chicks with chicks in school. Showing care and concern for the eggs and chicks when they hatch. Making pancakes on shrove Tuesday: Changes when heat is added to ingredients.</p> <p>RE: The easter celebrations in different countries, rituals with Shrove Tuesday and Ash Wednesday. Children to share their cultures around Easter- Greek, Bulgarian, Syrian, English</p> <p>Use the Beebots to sequence the stories. Programming the Beepot to move. Paint Program: 2 Simple to draw images from 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>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>Expressive arts and Design</p>	<p>Observational drawing/paintings of spring flowers Mother's Day cards Planning, make, do: Bridges, houses, new cloak for Little Red Riding Hood, a basket to carry the foods to Grandmas House Cotton bud blossom tree painting. Rain cloud collage. Junk model windchimes. Printing with any material.</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 	<p>Being Imaginative</p> <ul style="list-style-type: none"> •Create simple representations of events, people and objects. Initiates new 	

	<p>Van Gogh study Henri Matisse art study Charanga music Spring 2 'Our World' Magic wands. Mondrian and Roy Lichtenstein art study Role play masks. Build Rapunzel's castle. Lolly stick Rapunzel. Puppet making (felt) Glue and string webs.</p>	<p>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>	<p>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>	
<p>Personal, Social and Emotional Development</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 Talk about themselves in a positive way (Ugly Duckling). "Senses" activities for children to explore . Rules when moving around school (senses walk). Talk about "Stranger Danger" (Little Red Riding Hood.) Discuss behaviour & consequences in relation to Little Red Riding Hood and Goldilocks. Talking about how, when & why we say sorry (link to "Goldilocks"). Working in groups to construct a bridge for the</p>	<p>Making Relationships</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. •Explains own knowledge and understanding, and asks appropriate questions of others. •Takes steps to resolve conflicts with other children, e.g. finding a compromise. 	<p>Self-Confidence and Self Awareness</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <ul style="list-style-type: none"> • Can describe self in positive terms and talk about abilities 	<p>Managing Feelings and Behaviour</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <ul style="list-style-type: none"> •Aware of the

				<p>boundaries set, and of behavioural expectations in the setting.</p> <ul style="list-style-type: none"> •Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy
<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 with the characters from the traditional tales</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>Listening to a variety of traditional tales & anticipating the endings. Children act out the traditional tales using new dialogue from the stories.</p>	<p>Listening and Attention</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <ul style="list-style-type: none"> •Two-channelled attention – can listen and do for short span. <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 others say and respond appropriately, while engaged in another activity.</p>	<p>Understanding</p> <p>Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</p> <ul style="list-style-type: none"> •Able to follow a story without pictures or props. •Listens and responds to ideas expressed by others in conversation or discussion. <p>Early</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 events.</p>	<p>Speaking</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <ul style="list-style-type: none"> •Uses language to imagine and recreate roles and experiences in play situations. •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>Children express themselves effectively, showing awareness of</p>

				listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narrat
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 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 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