

Curriculum Map  
Reception 2021- 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Possible Starting points...</b> Alongside children's emerging <b>interests</b> and <b>fascinations</b>.</p> <p>School and local community interests...</p>	<p><b>Me!</b> <i>Who am I?</i></p> <p>All about me Families Autumn Harvest time Easington Village Scarecrow Competition</p>	<p><b>People who help us</b> <i>Who helps us?</i></p> <p>Bon fire night and fire safety Remembrance Nativity Play Christmas Fair Winter</p>	<p><b>Celebrations</b> <i>What is a celebration?</i></p> <p>Chinese New Year (Feb 1<sup>st</sup> 2022- Tiger) Mother's day (someone special) Easter Peterlee Partnership dance festival</p>	<p><b>Spring and New life</b> <i>What is a life cycle?</i></p> <p>Spring New life and living things</p>	<p><b>Growing</b> <i>What is compost?</i></p> <p>Gardening Planting Maintaining the edible garden Observing plant growth and changes</p>	<p><b>Reduce, reuse, repair and recycle</b> <i>How can I save the world in my lunchtime?</i></p> <p>Materials Sports Day Fathers day (someone special) Transition visits to and from settings</p>
<p><b>Core texts</b></p>	<p>All kinds of families</p>	<p>Where the poppies now grow</p>	<p>Non Fiction Polar Region animals Chin strap penguin Arctic fox Polar bears</p>	<p>Farmer Duck By Martin Waddell</p>	<p>Compost Stew</p>	<p>George Saves the world by lunch time By The Eden Project</p>
<p><b>A rich range of vocabulary</b> a starting point</p>	<p>Community Family Familiar people Photograph Map Road Village</p>	<p>Remembrance Past Present Historical Bravery Difficult choices Kindness</p>	<p>Celebration Contrasting locations Cultural communities Wider world</p>	<p>Life cycle Observation Familiar plants Natural world Touch Smell Hear</p>	<p>Compostable Biodegradable Rot Stew Organic Waste</p>	<p>Reduce Reuse Repair Recycle</p>
<p><b>Memorable experiences</b> linked to possible theme</p>	<p>Local walk to the park on Easington Village green.</p> <p>Easington Library visit</p>	<p>Fire- fighter's and engine visit into school</p> <p>Easington Library visit</p>	<p>Visit to the oriental museum in Durham (0191 334 5691)</p> <p>Easington Library visit</p>	<p>Visit to Hall Hill Farm/ bottle feed the baby lambs</p> <p>Easington Library visit</p>	<p>Local walk to East Durham Garden Centre in our community Country side walk and Planting</p> <p>Easington Library visit</p>	<p>Visit to Summer Hill nature park Bespoke upcycling workshop</p> <p>Easington Library visit</p>
PRIME AREAS						
<p><b>Communication and Language</b></p> <p><b>Play Matters</b> Provision</p> <p>At Easington C of E we follow a cyclical approach to provision in EYFS.</p> <p>The Child is at the centre of what we do. Building positive relationships and giving the children opportunities to thrive</p>	<p>'Daily Investigations' from 9.40 including Free Flow Play.</p> <p><b>Daily Focus child</b> *Daily 'Child Initiated play' *<b>Observations</b> – look, listen and note – Quality conversations. Commenting on what children are interested in, doing and echoing back the children's language effectively. Children can share their ideas with support and modelling from their teacher and sensitive questioning that invites them to elaborate. *To recognise the unique child – Opportunities for quality conversations through-out the day especially when children go back to work in progress. *<b>To analyse observations</b> - deciding what they tell us through professional dialogue. *<b>Planning 'What next?'</b> – To think about opportunities, enabling the environment, resources, routines, practitioners role *To be planned on the following weekly <u>Statement of Intent</u> (SOI) shared with SLT. This includes planning for areas such as (but not limited to) role play, reading, writers workshop, small world, construction, maths resource area, loose parts, painting areas and make and do linked to curriculum intent and/or children's interests.</p> <p><b>Freebies</b> *Children not on the roster for the day but have been recognised to have been learning through play as an extra to look listen and note.</p> <p><b>Daily Reporter</b> Adult led 'Phonics' activity which links play to the more formal parts of the day</p> <p><b>Daily Photographer</b> Adult led 'phonics' activity which links play to the more formal parts of the day using apps on the class Ipad and/ or Smartboard</p>					

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<p><b>P.S.E.D</b> <i>At Easington C of E</i> <i>Year A</i></p> <p>(2021 -22) SMSC, SEAL, RSE, LGBT</p> <p><b>Just to note -</b> SEAL curriculum resource using 5 key qualities or skills: 1.self-awareness, 2. managing feelings, 3.motivation, 4. empathy 5.social skills.</p>	<p><b>SEAL</b> <b>New beginnings</b> For the children to-</p> <ul style="list-style-type: none"> <li>*Develop group and community identity</li> <li>*A sense of belonging</li> <li>*Get to know each other</li> <li>*Develop self awareness</li> <li>*Understand rights and responsibilities</li> <li>*Get to know routines</li> <li>*Understand my feelings</li> <li>* Manage my feelings</li> <li>*Develop social skills</li> <li>*Understand the feelings of others</li> </ul>	<p><b>LGBT 'Out for our children' pack</b> <b>Being safe</b> <b>E Safety</b> <b>Handwashing</b></p> <p>For the children to –</p> <ul style="list-style-type: none"> <li>* relate to the difference in colours to the difference we find in people</li> <li>*understand that difference is positive and without it life would not be so varied and interesting.</li> <li>* help children to accept that change and difference can be positive.</li> <li>* help children to understand that 'family' means different things to different people.</li> <li>* relate the difference in fruits to the difference we find in people</li> <li>*understand that difference is positive and without it life would not be so varied and interesting.</li> <li>* explore who they are and what makes them who they are.</li> <li>* create and use puppets to enhance learning about difference, tolerance and inclusion.</li> </ul>	<p><b>SEAL</b> <b>Getting on and falling out</b> For the children to –</p> <ul style="list-style-type: none"> <li>*Be introduced to conflict resolution</li> <li>*develop co-operation.</li> <li>*resolving conflicts</li> <li>*manage feeling</li> <li>*develop friendships</li> </ul>	<p><b>RSE</b> <b>Lucinda and Godfrey</b> For the children to-</p> <ul style="list-style-type: none"> <li>*Realise that each and everyone of us is unique and special</li> <li>*Understand and accept similarities and differences between people</li> <li>*To appreciate the similarities and differences between boys and girls, including the correct names of body parts.</li> <li>*Recognise what a friend is and things that friends share</li> </ul>	<p><b>SEAL</b> <b>Say no to bullying</b> For the children to –</p> <ul style="list-style-type: none"> <li>*Develop an awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others</li> <li>*Have a developing respect for their own cultures and beliefs and those of other people.</li> <li>*Understand what is right, wrong and why?</li> <li>*Understand that people need to be treated with respect.</li> <li>*Work as part of a class, taking turns and sharing fairly.*</li> <li>*Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>	<p><b>SEAL</b> <b>Changes</b> For the children to-</p> <ul style="list-style-type: none"> <li>*recognise how we change over time.</li> <li>*know how to deal with change and make change happen.</li> <li>*</li> </ul>
<p><b>P.S.E.D</b> <i>At Easington C of E</i> <i>Year B</i></p> <p>(2020-21) SMSC, SEAL, RSE, LGBT</p>	<p><b>SEAL</b> <b>Going for Goal's</b> For the children to-</p> <ul style="list-style-type: none"> <li>*Know themselves</li> <li>*set a simple goal</li> <li>*know how to keep going (to persist)</li> <li>*</li> </ul>	<p><b>LGBT</b> <b>'Out for our children pack'</b> <b>Handwashing</b></p> <p>For the children to- (as for year A)</p>	<p><b>Being Safe</b> <b>E Safety</b> <b>Safer Strangers</b> For the children to –</p> <ul style="list-style-type: none"> <li>*be safe on the internet.</li> <li>*use technology in a safe way.</li> <li>* know the phrase safer strangers as a positive alternative to stranger danger.</li> <li>*know positive rules so that they know how to keep themselves safe</li> </ul>	<p><b>RSE – Year R</b> <b>Lucinda and Godfrey</b> <b>Book One</b> <b>Foundation</b> For the children to- (as for year A)</p>	<p><b>SEAL</b> <b>Relationships</b> For the children to</p> <ul style="list-style-type: none"> <li>*resolve conflicts (fair and unfair situations)</li> <li>*Revisit Farmer Duck in the context of Fair and Unfair situations building on prior learning from last half term.</li> </ul>	<p><b>SEAL</b> <b>Good to be me</b> For the children to –</p> <ul style="list-style-type: none"> <li><i>Manage emotions</i></li> <li>*Understand their feelings – Happy/proud</li> <li>*Understand their feelings – happy, proud, angry, sad</li> <li>*to learn ways to stand up for themselves</li> <li>*to learn about what love and security might mean to them.</li> </ul>

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<p><b>Physical Development</b></p> <p><u>Gross motor skills</u> Provide the foundation for developing healthy bodies and social and emotional well-being indoors and outdoors.</p> <p>Indoor provision (not including sports day)</p>	<p>For the children to - <b>*Meet the School Nurses</b> (Mentioned in UTW) for their hearing check</p> <p>*Know how to keep their bodies healthy (PSE) *To know what <b>Hygiene</b> is? (mentioned in PSE) *Know how to wash their hands correctly *Know with support and guidance how to dress and undress for PE. (mentioned in PSE)</p> <p><u>Top start cards</u> For the children to - *know about spatial awareness in relation to others</p>	<p>For the children to - <b>*Meet the School Nurse</b> again for their Flu Vaccine</p> <p>*know that going to <b>sleep</b> is important for healthy bodies.</p> <p>*be introduced to Barnaby Bears Healthy Adventures</p> <p>*know how to be safe on bon fire night. Fire Safety</p> <p><u>Top Start cards</u> For the children to - *Know about Basic gross motor skills</p> <p><u>Or</u></p> <p><u>Mrs Wilkes</u> EYFS Yoga Set of 6 incremental lessons to Develop key listening and following instructions skills</p>	<p>For the children to -</p> <p>* be aware of changes to their body during exercise</p> <p>*How does my body feel during/ after exercise?</p> <p><u>Coach Ailsa's</u> Dance skills set of 6 incremental lessons linked to Traditional Tales</p> <p>*Coordination *Spatial awareness</p> <p><u>Peterlee Partnership</u> Dance Festival</p>	<p>For the children to -</p> <p>* be aware that eating a variety of <b>healthy food</b> helps us to look after our bodies.</p> <p><u>Coach Francesca's</u> Gymnastics skills set of 6 incremental lessons</p> <p>*Balance *Agility *Core strength</p>	<p>For the children to -</p> <p><u>Coach John's</u> Mutli -skills set of 6 incremental lessons</p>	<p>For the children to -</p> <p><u>Sports Day</u></p> <p>*Practice sports day skills to support children to develop...</p> <ol style="list-style-type: none"> <li>1. Obstacle course *Agility</li> <li>2. Throwing the javelin *balance *spatial awareness</li> <li>3. Penalty shoot out *Balance *Coordination</li> <li>4. Throwing the basket ball in the hoop *Co-ordination</li> <li>5. Races *Core strength</li> </ol>
<p><b>Gross Motor Skills</b> Outdoor provision</p>	<p><u>Autumn 1</u> <u>Baseline check Assessment</u> The child's stage of physical development both in their upper body and their grip.</p> <p>Where are the children developmentally?</p> <p>What do they need next?</p>	<p>Outdoor Provision <b>Environment and continuous provision</b></p> <p>Following Autumn 1 baseline assessment at Easington C of E we will ensure provision meets the needs of the child in the environment for example – Children with <u>really gross upper body movement</u> will need provision such as washing walls with soap and brushes, painting with mops or sweeping.</p> <p><u>Autumn 2</u> After the baseline period we will have a much better understanding of what our children need and we will plan accordingly to meet those developmental needs for identified children.</p> <p><u>Early Identification – A graduated approach</u> Autumn 2 Dough gym – Is a programme of activities at Easington C of E that is used as an intervention tool to promote Upper Body and Gross Motor development with identified children.</p> <p><b>Investment from Sept 2022</b> <u>The outdoor space is under review in light of the new EYFS reforms.</u> Major infrastructure works will be taking place to ensure that we provide the best foundation for developing healthy bodies and social and emotional well-being. Areas for development:</p> <ul style="list-style-type: none"> <li>• Horticultural Bay – repeated gardening skills space using small tools</li> <li>• Building and Construction Bay – an area for large scale construction and imaginative play that will be repeated with varied spatial awareness, coordination, stability and balancing opportunities</li> <li>• Gymnasium Bay – a climbing and balancing skills space to develop core strength.</li> <li>• Small Apparatus Bay – a space to develop skills with small tools and equipment.</li> <li>• Environmental and scientific Bay – a space to engage with natural materials, make observations and draw pictures of minibeasts and explore a wild area.using small tools.</li> <li>• Art Bay – a space to develop a variety of mark making/ art and craft skills</li> <li>• Quiet Bay – A space to look at books related to the outdoors and quieter mark making skills</li> </ul> <p><u>Possible Other Bays</u> At Easington C of E the outside area could be used for just about any other activity. Under current review these could include:</p> <ul style="list-style-type: none"> <li>• Story telling – Potentially putting an opening from EYFS space to wild flower slope and story telling tree trunk seating.</li> </ul>				

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		<ul style="list-style-type: none"> <li>• Singing</li> <li>• Music – Potentially installing tubular bells that chime sounds like church bells – echo St Marys church bells next door to school.</li> <li>• Music and movement</li> <li>• Snacktime – Also under review - to possibly move to a rolling morning snack were children access snack and milk at anytime during the session from 9 till lunchtime.</li> <li>• A bike track – A space to improve bike play. Offering a range of size and type of vehicles so there is more choice. 2 wheel scooters, Balance bikes, 2 wheeled bikes to learn the skill of riding a bike with 2 wheels. Prior learning to balance first using a balance bike will ensure this progression in skills. Taxi Bikes to ensure children are using sharing, turn taking and cooperation and coordination skills.</li> </ul>
<p><b>Fine motor control</b> and precision helps with hand eye co-ordination, which is later linked to early literacy.</p>	<p><u>Autumn</u> <u>Baseline check</u> <u>Assessment</u> The child's stage of physical development both in their upper body and their grip.</p> <p>Where are the children developmentally?</p> <p>What do they need next?</p>	<p><b>Environment and continuous provision</b></p> <p>Children with <u>very fine motor movements</u> will need to develop skills that extend their maximum dexterity. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools with feedback and support from adults in reception at Easington C of E will allow children to develop proficiency, control and confidence.</p> <p>This list is not exhaustive but contains the essential skills that children at Easington C of E will need to evolve before they can become writers.</p> <ul style="list-style-type: none"> <li>• Pincer grasp</li> <li>• Palm arches</li> <li>• In hand manipulation</li> <li>• Thumb opposition</li> <li>• Finger isolation</li> <li>• Knuckle, PIP and DIP joints</li> <li>• Bilateral coordination</li> <li>• Crossing the midline</li> <li>• Hand eye coordination</li> </ul> <p><u>Short note – A graduated approach</u> <b>Spring 1 Funky Fingers</b> – Is a programme of activities at Easington C of E that is used as an intervention tool to further promote more focused input on identified children's hands, fingers and grip.</p> <p>From Autumn 1 a Funky Fingers area is also a permanent feature in Easington C of E's reception provision. For the children who need more focused input on hands, fingers and grip from Sept.</p>

### SPECIFIC AREAS

<u>Literacy</u>	<u>Reading</u> <u>Autumn 1</u>	<u>Reading</u> <u>Autumn 2</u>	<u>Reading</u> <u>Spring 1</u>	<u>Reading</u> <u>Spring 2</u>	<u>Reading</u> <u>Summer 1</u>	<u>Reading</u> <u>Summer 2</u>
<p><b>Reading Language Comprehension</b></p> <p>A small selection represented here of core texts that we view or read and re read to the children throughout the year.</p> <p>Please also refer to Miss O'Neil's Easington Church of England book list - EYFS</p>	<p><u>Core texts</u></p> <p>For the children to share their favourite stories from home. At Easington C of E will do our very best to include those texts in the reading area from Sept for our new starter children.</p> <p>Also,</p> <p>All about me Mam by Anthony Browne My Dad by Anthony Browne Selection of LGBT books relating to families The scarecrows wedding by Julia Donaldson Autumn – Non fiction texts Owl Babies</p>	<p><u>Core texts</u></p> <p>Where the poppies now grow The Anzac Puppy The First Nativity Snow bears Polar Bears – Non Fiction</p>	<p><u>Core texts</u></p> <p>Non Fiction Polar Region animals Chin strap penguin Arctic fox Polar Bears Goldilocks and the three bears. The Children's bible The lost coin The lost sheep Spring – Non fiction texts</p>	<p><u>Core texts</u></p> <p>Farmer Duck What the lady bird heard by Julia Donaldson The Easter story Non Fiction - Life Cycles – Farm animals</p>	<p><u>Core Texts</u></p> <p>Jack and the beanstalk Jim and the beanstalk Titch by Pat Hutchins A Tiny Seed by Eric Carle The life cycle of a bean – Non fiction Non Fiction texts related to Weather</p>	<p><u>Core texts</u></p> <p>The Paper-bag price The adventures of a plastic bottle Little monster saves the earth The three R's Peppa Pig's recycling</p>
<p>A small selection of core rhymes, poems and</p>	<p><u>Rhymes/ Poems/ Songs</u> Families – Poem Number rhymes Five little ducks Five little</p>	<p><u>Rhymes/ Poems/ Songs</u> 'Remember, Remember the 5th of November'</p>	<p><u>Rhymes/ Poems/ Songs</u> When Goldilocks went to the house of the bears.</p>	<p><u>Rhymes/ Poems/ Songs</u> The days of the week song.</p>	<p><u>Rhymes/ Poems/ Songs</u> (repeat rhymes to 10 building on prior learning to</p>	<p><u>Rhymes/ Poems/ Songs</u> Old bottle tops and paper bags by Roger Whitaker</p>

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<p>songs that we enjoy together.</p> <p>Easington C of E also can access a wealth of songs via online music school – Charanga.</p>	<p>aliens Five speckled frogs Here is the bee hive where are all the bees? 5 little monkeys jumping on the bed</p>	<p>5 currant buns</p>	<p>(repeat rhymes to 5 building on prior learning to move forward to 10) 10 green bottles 10 fat sausages 10 in the bed</p>	<p>Old MacDonald had a farm Mary had a little lamb Baa Baa Rainbow sheep</p>	<p>move forward to 20) 1, 2 buckle my shoe...to 19,20 my plates empty</p>	<p>Durham Music Service – Community 'The Big Sing' via Charanga</p>
<p><b>Sounds-write programme</b></p> <p>Sounds-Write is a linguistic phonics program to teach reading and spelling</p> <p><u>Statutory guidance</u> – Skilled word reading - <u>decoding</u> and <u>transcription</u>-spelling, handwriting and composition) pg9</p> <p><u>For the children to</u> – Spell words by identifying the sounds and then writing the sound with letter/s (Dev Matters pg9)</p>	<p><b>Autumn 1</b> 7 weeks</p> <p><u>Weeks 1, 2 &amp; 3</u> <b>Getting to know you</b> RBA School baselines to complete</p> <p><u>Week 4 &amp; 5</u> <b>Unit 1</b> <u>Skills</u>- To segment, blend and manipulate sounds in words with structure CVC <u>Knowledge</u> - Conceptual Sounds can be represented by spellings with one letter</p> <p><u>Week 6 &amp; 7.</u> <b>Unit 2</b> <u>Skills</u>- To segment, blend and manipulate sounds in words with structure CVC <u>Knowledge</u> - Conceptual Sounds can be represented by spellings with one letter</p>	<p><b>Autumn 2</b> 7 weeks</p> <p><u>Week 1 &amp; 2</u> <b>Unit 3</b> <u>Skills</u>- To segment, blend and manipulate sounds in words with structure CVC <u>Knowledge</u> - Conceptual Sounds can be represented by spellings with one letter</p> <p><u>Week 3 &amp; 4</u> <b>Unit 4</b> <u>Skills</u>- To segment, blend and manipulate sounds in words with structure CVC <u>Knowledge</u> - Conceptual Sounds can be represented by spellings with one letter</p> <p><u>Week 5 &amp; 6</u> <b>Unit 5</b> <u>Skills</u>- To segment, blend and manipulate sounds in words with structure CVC <u>Knowledge</u> - Conceptual Sounds can be represented by spellings with one letter</p>	<p><b>Spring 1</b> 6 weeks</p> <p><u>Week 1, 2 &amp; 3</u> <b>Unit 6</b> <u>Skills</u>- To segment, blend and manipulate sounds in words with structure CVC <u>Knowledge</u> - Conceptual Sounds can be represented by spellings with one letter</p> <p><u>Week 4, 5 &amp; 6</u> <b>Unit 7</b> <u>Skills</u>- To segment, blend and manipulate sounds in words with structure CVC <u>Knowledge</u> - Some spellings are written with a double consonant</p>	<p><b>Spring 2</b> 6 weeks</p> <p><u>Week 1, 2 &amp; 3</u> <b>Unit 8</b> <u>Skills</u> - To segment, blend and manipulate sounds in words with structure VCC &amp; CVCC *2 consonants in final position *3 &amp; 4 sound words *No new code knowledge</p> <p><u>Week 4, 5 &amp; 6</u> <b>Unit 9</b> <u>Skills</u> - To segment, blend and manipulate sounds in words with structure CCVC (Continuants) CCVC (non – continuants) *2 Consonants in initial position *No new code knowledge</p>	<p><b>Summer 1</b> 5 weeks</p> <p><u>Weeks 1-5</u> <b>Unit 10</b> <u>Skills</u> – To segment, blend &amp; manipulate sounds in words with the structure: CCVCC CCVCC CCVCC *3 adjacent consonants *5 sound words</p> <p>Continue to Term 3 Unit 11 depending on when Easter falls.</p>	<p><b>Summer 2</b> 6 weeks</p> <p><u>Weeks 1 - 3</u> <b>Unit 11</b> No new skills Knowledge – Conceptual Some spellings are written with 2 different letters q and u represent the sounds /k/ and /w/ 7 weeks to teach plus</p> <p><u>Weeks 4 &amp; 5</u> Lesson 6 – <u>Bridging Units</u> – into Year 1 'One sound different spellings'</p>
<p><b>Writing - Sequential development</b></p>	<p><b>'Typical'</b> - Writing development at Easington C of E across an academic year.</p> <ul style="list-style-type: none"> <li>• For the children to – start at any point on the page</li> <li>• For the children to – begin to show a right to left progression.</li> <li>• For the children to -begin to produce mock letters, personal or conventional.</li> <li>• For the children to –begin to produce letter strings. Left to right (may possibly go downwards)</li> <li>• For the children to – begin to form groups of letters with space in between to resemble words.</li> <li>• For the children to – match beginning sound to letter (picture labelling)</li> <li>• For the children to- begin to copy environmental print</li> <li>• For the children to – Begin to write phrases or short captions</li> <li>• For the children to- attempt to write whole simple sentences</li> <li>• For the children to – write short sentences with words with known letter sound correspondences using a capital letter and full stop (Dev Matters pg 10)</li> </ul> <p><b>Composition</b> For the children to – articulate ideas and structuring them in speech, before writing during adult directed and child initiated play (when appropriate). Core texts will also be used across the academic year to stimulate interests in mark making developing into writing.</p> <p><b>Writing like a Jedi</b> - Basic Principles</p> <ul style="list-style-type: none"> <li>• Talk and gross motor based</li> <li>• Designed to target small groups of children for specific development</li> <li>• Regular</li> <li>• Short</li> <li>• Rooted in children's interest. Fun!</li> </ul>					

## Curriculum Map Reception 2021- 2022

<p><b>Writing</b> <u>Child initiated</u> Writing is equally encouraged and celebrated in all areas of reception following children's own interest.</p> <p><u>Adult directed</u> At Easington C of E we aim for a balance of child initiated and adult directed writing activities.</p>	<p><b>Key Area - Malleable area</b> <u>Especially during Autumn 1 baseline check in.</u></p> <p><u>Focus</u> – Gross motor upper body development ( Children at the earliest stages showing that we need to promote large movements and enough space to stretch their arms front and side)</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Hand eye coordination</li> <li>• Bi lateral movement</li> <li>• Crossing the midline</li> <li>• Proprioception</li> <li>• Shoulder pivot</li> </ul> <p><u>Focus</u> – Gross motor mid body development (Children showing mid-range dexterity)</p> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Hand eye coordination</li> <li>• Bi lateral movement</li> <li>• Crossing the midline</li> <li>• Proprioception</li> <li>• Elbow pivot</li> <li>• Wrist pivot</li> <li>• Palm arches</li> <li>• Pincer grip</li> </ul> <p><u>Focus</u> – Fine motor development (Children showing high levels of dexterity)</p> <ul style="list-style-type: none"> <li>• Bi lateral movement</li> <li>• Pincer grip</li> <li>• Finger pivots</li> <li>• Triangulation</li> <li>• In hand manipulation</li> </ul>					
<p><b>White Rose Mastery Maths</b></p> <p>Divided in to 10 Phases. Each Phase lasts 3 weeks long allowing time for flexibility and consolidation.</p> <p>Each phase has a number focus and <i>suggested</i> links to measure, shape and spatial thinking.</p>	<p><b>Autumn 1</b> Week 1,2,3 <u>Getting to know you</u> RBA School baselines to complete</p> <p>Week 4,5,6, <u>Just like me!</u> <u>Number</u> For the children to match, sort and compare amounts</p> <p><u>Measure, Shape and Spatial thinking</u> For the children to compare size, mass and capacity For the children to explore patterns</p>	<p><b>Autumn 2</b> Week 7,8,9 <u>It's Me 123!</u> <u>Number</u> For the children to begin representing 123, comparing 123 and to explore composition of 1 2 3</p> <p><u>Measure, Shape and Spatial thinking</u> For the children to know Circle, triangles and positional language</p> <p>Week 10,11,12 <u>Light and Dark</u> <u>Number</u> For the children to represent numbers 1 to 5 For the children to be introduced to more and less</p> <p><u>Measure, Shape and Spatial thinking</u> For the children to know shapes with 4 sides and be introduced to time.</p>	<p><b>Spring 1</b> Week 1,2,3 <u>Alive in 5!</u> <u>Number</u> For the children to be introduced to zero For the children to compare numbers to 5 For the children to explore composition of 4 and 5</p> <p><u>Measure, Shape and Spatial thinking</u> For the children to compare mass (2) and compare capacity (2)</p> <p>Week 4,5,6, - <u>Growing 6 7 8</u> <u>Number</u> For the children to be introduced to 6, 7 and 8 For the children to make pairs For the children to combine 2 groups</p> <p><u>Measure, Shape and Spatial thinking</u> For the children to be introduced to length, height and time</p>	<p><b>Spring 2</b> Week 7,8,9, <u>Building 9 and 10</u> <u>Number</u> For the children to Be introduced to 9 and 10 For the children to compare numbers to 10 For the children to explore bonds to 10</p> <p><u>Measure, Shape and Spatial thinking</u> For the children to be introduced to 3D shape For the children to explore pattern (2)</p> <p>Week 10,11,12 <u>Consolidation</u></p>	<p><b>Summer 1</b> Week 1,2,3 – <u>To 20 and beyond</u> <u>Number</u> For the children to build numbers beyond 10 For the children to count patterns beyond 10</p> <p><u>Measure, Shape and Spatial thinking</u> For the children to explore spatial reasoning (1) For the children to match, rotate and manipulate.</p> <p>Week 4,5,6 <u>First then now</u> <u>Number</u> For the children to be introduced to adding more and taking away</p> <p><u>Measure, Shape and Spatial thinking</u> For the children to build on prior learning of spatial reasoning (2) For the children to compose and decompose</p>	<p><b>Summer 2</b> Week 7,8,9 – <u>Find my Pattern</u> <u>Number</u> For the children to know some double facts For the children to share and group For the children to be introduced to odd and even numbers</p> <p><u>Measure, Shape and Spatial thinking</u> For the children to build on prior knowledge of spatial reasoning (3) For children to visualise and build</p> <p>Week 10,11,12 <u>On the Move</u> <u>Number</u> For the children to deepen understanding of patterns and relationships</p> <p><u>Measure, Shape and Spatial thinking</u> For the children to build on prior learning of spatial reasoning (4)</p> <p>Week 13,14 <u>Consolidation</u></p>
<p><b>Understanding of the world</b></p> <p><b>Past and Present</b></p>	<p><b>Autumn 1</b> <b>For the children to</b> = Talk about members of their immediate family and community</p>	<p><b>Autumn 2</b> <b>For the children to</b> = Name and describe people who are familiar to them such as</p>	<p><b>Spring 1</b> <b>For the children to</b> = Recognise that people have different beliefs and</p>	<p><b>Spring 2</b> <b>For the children to</b> = *Recognise some environments that are different to the</p>	<p><b>Summer 1</b> <b>For the children to</b> = Understand the effect of changing seasons on the natural</p>	<p><b>Summer 2</b> <b>For the children to</b> = Recognise some environments that are different to the</p>

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	sharing pictures of their families and books.	the police, fire service, doctors, nurses, vet and teachers sharing role play outfits and stories. *Comment on images of familiar situations in the past. *Compare and contrast characters from stories, including figures from the past.	celebrate special times in different ways.	one in which they live – Farm - Natural Explore the natural world around them. *Describe what they see, hear and feel whilst outside - Animals	world around them. *Explore the natural world around them. *Describe what they see, hear and feel whilst outside - Plants	one in which they live – Land fill sites, Tips, Recycling factories – Man made
<b>The natural world</b>  Miss Swans learning intentions for each half terms unit of work.	<b>Autumn 1</b> For the children to interact with the outdoors to foster curiosity about the natural world around them.  Focus: Hands on experiences will be linked to: Touch Smell Sound.	<b>Autumn 2</b> For the children to observe and interact with natural processes.  Focus: Sound Light Forces States of matter	<b>Spring 1</b> For the children to take part in focused observations of the natural world.  Focus: Weather Seasons	<b>Spring 2</b> For the children to be given the opportunity to discuss how we care for the natural world around us.  Focus: Our natural environment and the part we all need to play. Global warming	<b>Summer 1</b> For the children to observe closely plants and animals outdoors and draw pictures of them.  Focus: Where do plants and minibeasts grow?	<b>Summer 2</b> For the children to name and describe some familiar plants and animals.  Focus: Habitat Needs Appearance
<b>People Culture and Communities</b>	<p>For the children to take part in –</p> <p><u>Daily</u> Collective Worship <u>Termly</u> Class Worship – Parents <u>Wednesday morning</u> communion at St Marys Church</p> <p>Reflection area Autumn 1 – Autumn 2-</p> <p>Inter faith week</p> <p><u>Durham Agreed Syllabus 2012</u> <u>For the children to know about-</u> <u>Harvest</u> as a special time - Christians Harvest - Jewish Sukkot <u>Shabbat</u> as a special time for Jewish people <u>Christmas</u> as a special time - The special baby Jesus - Ways Christians celebrate e.g. colours in the church, Advent Ring.</p>		<p>For the children to take part in –</p> <p><u>Daily</u> Collective Worship <u>Termly</u> Class Worship – Parents <u>Wednesday morning</u> communion at St Marys Church</p> <p>Reflection area Spring - Spring 2-</p> <p>Chinese New Year For the children to know about life in this country and life in another country</p> <p><u>Durham Agreed Syllabus 2012</u> <u>For the children to know about-</u> <u>Special Books</u> - How holy books are treated e.g. Qur'an, Torah, Guru Granth, Sahib <u>Special people</u> - Jesus is special to Christians, stories Jesus told (e.g. The lost coin, lost sheep) <u>Special times</u> - Easter story - How Christians celebrate in church e.g. singing, hymns and prayers</p>		<p>For the children to take part in-</p> <p><u>Daily</u> Collective Worship <u>Termly</u> Class Worship – Parents <u>Wednesday morning</u> communion at St Marys Church</p> <p>Reflection area Summer 1- Summer 2 -</p> <p><u>Durham Agreed Syllabus 2012</u> <u>For the children to know about- Special places, objects, music, people to select e.g.</u> - Church – explore Christian artefacts, music, meeting special people (e.g. Rev Kate) - Mandir – Hindu murtis and artefacts, Hindu music - Buddhists artefacts e.g. rupa/ statue of Buddha, prayer flags - Jewish artefacts e.g. menorah, mezuzah</p>	
	<ul style="list-style-type: none"> <li>Children will begin to know their immediate environment – See Theme Autumn 1 – Me, Who am I? And children’s visits into their own community, observation and discussions and when appropriate maps.</li> <li>Children will begin to know what’s the same and what’s different between this country and another country though the Theme – Celebrations – Chinese New Year – China. The children will draw knowledge from stories, non-fiction texts and when appropriate maps regarding celebrations here and celebrations there.</li> </ul>					

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	<p>For the children to be introduced to the artist <u>Pablo Picasso</u></p> <p>For the children to know what a <u>portrait</u> is.</p> <p>For the children to explore line drawing and primary colours paint</p> <p>For the children to explore playdough</p>	<p>For the children to be introduced to the artist <u>Georgia O Keefe</u></p> <p>For the children to be introduced to and explore <u>transient art</u>.</p> <p>For the children to have opportunities to thread materials</p> <p>For the children to reuse materials in a different way.</p> <p>For children to be introduced to printing</p>	<p>For the children to be introduced to <u>Ruth Thompson</u> Local Willow Artist</p> <p>For the children to explore Form and Function when <u>weaving with willow</u> withes.</p> <p>For the children to be introduced to mixed media</p> <p>For the children to explore role play</p> <p>For the children to explore increasing malleable resistance- Plasticine</p>	<p>For the children to be introduced to <u>Digital Animation</u></p> <p>For the children to be introduced to art through <u>Digital Media</u></p> <p>For the children to explore role play</p>	<p>For the children to be introduced to <u>Andy Goldsworthy</u> Environmental Artist</p> <p>For the children to be introduced to <u>Land Art</u></p> <p>For the children to explore increasing malleable resistance- Clay</p> <p>For the children to explore role play</p>	<p>For the children to be introduced to <u>Clare Graham</u> Recycled materials artist</p> <p>For the children to be introduced to <u>Found Object Artistry</u></p> <p>For the children to explore role play</p>
	<p>On line Music School <b>Charanga</b> Reception Units</p>					
<p><b>Music</b></p> <p><u>Being imaginative and Expressive</u></p> <p><b>Design</b></p> <p><u>Creating with materials</u></p>	<p><b>Me!</b> For the children to -</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p><b>My Stories</b> For the children to -</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p><b>Everyone!</b> For the children to -</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p><b>Our World</b> For the children to -</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p><b>Unit 1</b> Big Bear Funk – A transition unit For the children to -</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p><b>Unit 2</b> Reflect, Rewind and Replay For the children to -</p> <p>This Unit of Work consolidates the learning that has occurred during the year.</p> <p>All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>