

Year Group Reception Curriculum Map 2018/19

At Hollywood Primary School, we follow the **2017 Early Years Foundation Stage Statutory Framework** which covers expectations for children from birth to five years of age. In addition, we plan for individual needs, different learning styles and the interests of our children. We are committed to **play-based, active learning**. We know that rich, memorable contexts for learning connect with the children's interests and inspire children and promote greater levels of involvement. Children have ownership of their learning, providing them with the motivation to use their **independent learning skills** and their **creative, imaginative and investigative thinking**.

First hand activities, using an enquiry based learning model helps our children to develop **confidence, concentration, co-operation, curiosity, creativity, independence, self-esteem, the ability to communicate as well as enthusiasm and enjoyment for learning**.

Themes are selected by the children at a 'planning meeting' the start of the term and is based around their own interests and motivations.

Curriculum Area	Autumn 1 British Values: Rule of Law	Autumn 2 British Values: Discrimination	Spring 1 British Values: Tolerance	Spring 2 British Values: Mutual Respect	Summer 1 British Values: Democracy	Summer 2 British Values: Liberty
Communication and Language	We will be helping your children to know the school rules and routines. We will be encouraging them to listen attentively to stories and to join in when they know bits of the story. We will be working on understanding and following instructions. We will be modelling how to use the role play areas sensibly. Talking about friends and what makes a good friend	Introducing lots of vocabulary and modelling how to use it. Working in pairs, small groups, social groups and whole class situations. Encourage children to participate in an activity whilst talking about something else.	Establishing role play with the children to include own narratives. Introducing Talk for Writing strategies to introduce new and alternative vocabulary.	Circle games and circle times Team games that involve working together Solving problems in small groups/social groups. Understanding and following more complex instructions. Comprehension of stories and re-enacting roles.	Ensure the correct tenses are used when talking and that vocabulary rich experiences are offered to all children. Circle times. PATHS sessions. Transitions – getting ready for Year 1.	Link lived experiences to stories and other people's experiences. Encourage children to give their attention to what others say and respond appropriately, while engaged in another activity.
Maths	Songs and rhymes. Recognising numbers up to 10. Counting to 10 and beyond. Shape, Space and Measure Making patterns and building models. 2D shape names and properties. Language linked to SSM/Number in the environment.	Introduce Maths Journals. Using Numicon to understand amounts. Introduce and use the words more/less. Counting forwards and backwards and understanding amount means the last number you say. Investigating shape, construction and pattern. Language linked to SSM/Number in the environment.	Naming, exploring and describing 3D shapes. Recognising and ordering numbers to 20. Addition and subtraction using practical methods. Investigating shape, construction and pattern. Language linked to SSM/Number in the environment.	Recognising and ordering numbers to 20. Addition and subtraction using practical methods. Investigating shape, construction, capacity and pattern Language linked to SSM/Number in the environment.	Ordering familiar events. Using vocabulary related to time, money, weight and capacity. Counting in 2s, 5s and 10s. Introduce number bonds. Problem solving involving doubling, halving and sharing. Estimating, sharing and halving. Language linked to SSM/Number in the environment.	Mental recall of number bonds. Recording number marks, including number formation. Problem solving involving doubling, halving and sharing. Language linked to SSM/Number in the environment.
Understanding of the world	We will be starting to use the computer and iPads We will be learning to use computer programmes aimed at Reception children. We will be starting to talk about our friends, families and community.	We will be thinking about our family customs and celebrations e.g. Eid, Diwali, Harvest, Holi, birthdays and Christmas	Investigate natural objects Identify similarities and differences in people, animals, plants and the world around them.	Talk about some of the things they have observed such as plants, animals, natural and found objects. Talk about why things happen and how things work. Developing an understanding of growth, decay and changes over time.	Use of technology in the home, work, high street etc. Using programmable toys and effectively programme them to move to a place/person	Select and use technology for particular purposes. Find out about family customs and routines. Talk about past and present events in their own lives and in the lives of family members.

<p>Expressive arts and design</p>	<p>Being Imaginative Learning new songs and dances. Manipulating materials to achieve planned effect e.g. Clay Exploring and Using Media and Materials Creating simple representations e.g. self-portraits, choosing particular colours.</p>	<p>Establishing a 'Transient Art' area for children to explore materials. Using natural materials to make pictures, models, sculptures. Learn new songs related to lived experiences.</p>	<p>Role play/drama linked to stories and real life jobs. Using props/puppets/small world to promote imagination in storytelling and narrative.</p>	<p>Model how to introduce a storyline or narrative into children's play. Encourage children to play 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>Den building using natural materials. Designing enclosures for animals. Moving creatively to a range of music styles. Using large construction materials to make a range of models.</p>	<p>Talking about the work of others. Discussing their preferences, likes and dislikes. Encourage children to create imaginary words to describe, for example, monsters or other strong characters in stories and poems.</p>
<p>Physical Development</p>	<p>Health and self-care: Encouraging children to go to toilet independently and wash hands properly. Transporting and storing equipment safely. Using the mantra, 'choose it, use it, put it away!' Independently putting on own coat, shoes, socks etc for PE. Funky Fingers Self-care needs building independence. PE Games</p>	<p>Eating a healthy range of food. Handles tools, mark making, materials safely and with control. Negotiating space successfully (e.g. when running). Stopping and starting. Moving in different ways. Parachute games. Self-care needs building independence PE Dance</p>	<p>We will teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools. We will encourage children to use the vocabulary of movement, e.g. 'gallop', 'slither'; of instruction e.g. 'follow', 'lead' and 'copy' Self-care needs building independence PE Gymnastics</p>	<p>Develop fine motor control. Develop hand to eye coordination. Respond and move to music and moving with confidence and imagination. Self-care needs building independence PE Dance</p>	<p>Using a range of apparatus and equipment. Handling equipment safely and effectively. Talking about ways to keep healthy. Balancing, climbing and travelling. Self-care needs building independence PE Physical Literacy/Skills</p>	<p>Team races Using equipment in team games (batons, cones, balls, raquets) Ball skills Writing/letter formation Self-care needs building independence PE Team games/athletics</p>
<p>Personal, social and emotional development</p>	<p>Settling into Reception routines, new beginnings. Getting to know everybody -children and adults. Making friends, talking about friends and what makes a good friend. Learning about the rules – Respect, Ready to Learn, and Responsibility. Transporting and storing equipment safely. Class charters and circle games.</p>	<p>Managing feelings e.g. talking about emotions. Selecting and using resources and activities independently. Working together in pairs and groups. Introduce Review Time at the end of morning and afternoon sessions using the Characteristics of Effective Learning. PATHS</p>	<p>Continue Review Time where staff model the language of the Characteristics. Talk about RRSA (age appropriate) Encourage children to make decisions where and when it concerns them. PATHS</p>	<p>Helping each other Taking turns and sharing Conflict Resolution strategies modelled and encouraged. PATHS RRSA work</p>	<p>Working as a team. Sharing information from home using Tapestry observations. Extending the vocabulary linked to emotions. PATHS RRSA work</p>	<p>Being aware of danger. Ways to keep safe Sun safe/road safety/Water safety Understanding that people have different needs/beliefs/traditions and should be treated with respect PATHS RRSA work</p>
<p>Literacy</p>	<p>Introducing lots of songs, rhymes and stories. Encouraging children to anticipate what might happen next and responding with appropriate comments, questions or actions. Begin early phonics skills by playing with sounds. Introduce Phase 2 Letters and Sounds first set of sounds s/a/t/p/i/n Mark making and ascribing meaning to marks that they make. Introduce Helicopter Stories and story scribing.</p>	<p>Continue Letters and Sounds Phase 2. Word building-vc and cvc words. Super Power words introduced and practised Use WriteDance movements to promote fine and gross motor control. Letter formation and cursive rhymes introduced. Establish book nook areas throughout Reception. All zoned areas have mark making materials and books related to the area to stimulate play and exploration.</p>	<p>Move onto Phase 3 Letters and Sounds (if ready) work on vowel digraphs. Reinforce sound/grapheme correspondence and reading HFW on sight. Use magnetic letters, whiteboards and pens, notebooks, clipboards. Talk for Writing introduced. Introduce non-fiction texts</p>	<p>Non-fiction texts Consolidate Letter formation. Continue phase 3 Letters and Sounds with caption reading and writing, dictated sentences and use of developing phonic knowledge to attempt new words.</p>	<p>Consolidate phase 3 and move onto Phase 4 Letters and Sounds when children are ready. Using phonic knowledge to read new/unfamiliar words. HFW recognition. Writing cvc words independently. Attempting new words using phonics. Writing lists, sentences, captions, recounts etc Writing for a range of purposes. Writing a simple sentence that can be read by themselves and others.</p>	<p>Reading captions and simple sentences. Using phonic knowledge to read new/unfamiliar words. HFW recognition. Writing cvc words independently. Attempting new words using phonics. Writing lists, sentences, captions, recounts etc Writing for a range of purposes. Writing a simple sentence that can be read by themselves and others.</p>