Reception Long Term Curriculum Map

Term 1	**Theme** **Settling in/Self-confidence – Helping one another & people who help us : Superheroes** *(Learning to get on with one another and rules & routines)* Baseline assessment take place during the first two weeks of term
Emphasis upon auditing continuous provision & improving practice	There is an expectation that practitioners take account of the 'Development Matters' framework in planning continuous provision and implementing the statutory requirements of the EYFS. The 'Development Matters' statements are intended to guide practice and provision throughout the EYFS. "Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists." While 'Development Matters' as a whole should guide continuous provision the statements from 'Development Matters' below are intended as a guide re: auditing quality of provision, to focus practitioners' self-reflection upon the quality of provision and to provide a focus for professional development
Key Texts	**Owl Babies**

Characteristics of Effective Learning: Playing and exploring – *engagement*	• Play with children. Encourage them to explore and show your own interest in discovering new things. • Help children as needed to do what they are trying to do, without taking over or directing. • Join in play sensitively, fitting in with children's ideas.	• Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways. • Arrange flexible indoor and outdoor space and resources where children can explore, build, move and role play.
Characteristics of Effective Learning: Active learning – *motivation*	• Support children to choose their activities – what they want to do and how they will do it. • Stimulate children's interest through shared attention, and calm over-stimulated children.	• Notice what arouses children's curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated. • Ensure children have time and freedom to become deeply involved in activities.
Characteristics of Effective Learning: Creating and thinking critically - *thinking*	• Use the language of thinking and learning: *think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do*. • Model being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out. • Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea. • Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play. • Show and talk about strategies – how to do things – including problem-solving, thinking and learning.	• In planning activities, ask yourself: *Is this an opportunity for children to find their own ways to represent and develop their own ideas?* Avoid children just reproducing someone else's ideas. • Recognisable and predictable routines help children to predict and make connections in their experiences. • Routines can be flexible, while still basically orderly.
Characteristics of Effective Learning:	Who is the tallest/shortest/oldest/youngest? Has the tallest/shortest person got the longest/shortest arm? Can the person with the biggest hand hold the most multilink? **Owl Babies - suggested Critical Thinking Activities:** Team building exercises **If You Build it…** This team-building game is flexible. Simply divide students into teams and give them equal amounts of a certain material, like pipe cleaners, blocks, or even dried spaghetti and marshmallows. Then, give them something to construct. The challenge can be variable (think: Which team can build the tallest, structurally-sound tower? Which team can build a tower the fastest?). **Minefield** Arrange some sort of obstacle course and divide students into teams. Students take turns navigating the "mine field" while blindfolded, with only their teammates to guide them. You can also require students to only use certain words or clues to make it challenging or content-area specific.

	Save the Egg This activity can get messy and may be suitable for older children who can follow safety guidelines when working with raw eggs. Teams must work together to find a way to "save" the egg (Humpty Dumpty for elementary school students?) — In this case an egg dropped from a specific height. That could involve finding the perfect soft landing, or creating a device that guides the egg safely to the ground. Let their creativity work here. See: https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking https://globaldigitalcitizen.org/5-team-building-games-critical-thinking ***Skills: Problem-solving, creative collaboration***	
Personal Social and Emotional: Making Relationships	• Support children in linking openly and confidently with others, e.g. to seek help or check information. • Be aware of and respond to particular needs of children who are learning English as an additional language.	• Ensure children have opportunities to relate to their key person, individually and in small groups.
Personal Social and Emotional: Self-Confidence and Self-Awareness	• Intervene when children need help with difficult situations, e.g. is experiencing prejudice or unkindness. • Recognising and enjoying children's success with them helps them to feel confident.	• Provide regular opportunities for children to talk to their small group about something they are interested in or have done. • Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions.
Personal Social and Emotional: Managing feelings and behaviour	• Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable, including feeling angry, but that not all behaviours are. • Model how you label and manage your own feelings, e.g. 'I'm feeling a bit angry and I need to calm down, so I'm going to...' • Ask children for their ideas on what might make people feel better when they are sad or cross.	• Provide photographs and pictures of emotions for children to look at and talk about. • Use Persona Dolls to help children consider feelings, ways to help others feel better about themselves, and dealing with conflicting opinions. • Make available a range of music that captures different moods. • Put in place ways in which children can let others know how they are feeling, such as pegging their own photo onto a feelings tree or feelings faces washing line.
Personal Social and Emotional:	Settling in, adapting to change, boundaries and behavioural expectations of the setting School rules & routines. What are rules for? Who do we go to for help? How do people help us? What do they do? Children becoming self-aware. Who is in your class? Making new friends, sharing, getting along with each other. Who's your friend and why? How do they make you feel? Jigsaw: Being Me in my World (see jigsaw plan)	
Communication and Language: Listening and attention	• Model being a listener by listening to children and taking account of what they say in your responses to them. • Cue children, particularly those with communication difficulties, into a change of conversation, e.g. 'Now we are going to talk about...' • For those children who find it difficult to 'listen and do', say their name before giving an instruction or asking a question. • Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language. Children then all hear a range of languages and recognise the skill needed to speak more than one.	• When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. *"mmmmummy"*, *"shshshshadow"*, *"K-K-K-KKaty"*. • Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle or identifying other children's voices on tape.
Communication and Language: Understanding	• Help children to ◆ identify patterns, e.g. what generally happens to 'good' and 'wicked' characters at the end of stories ◆ draw conclusions: *'The sky has gone dark. It must be going to rain'*	

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Communication and Language: Speaking	• Support children's growing ability to express a wide range of feelings orally, and talk about their own experiences. • Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, listening to others and using expressions such as "*please*", "*thank you*" and "*can I…?*". At the same time, respond sensitively to social conventions used at home. • Show children how to use language for negotiating, by saying "*May I…?*", "*Would it be all right…?*", "*I think that…*" and "*Will you…?*" in your interactions with them.	• Give time for children to initiate discussions from shared experiences and have conversations with each other. • Give thinking time for children to decide what they want to say and how they will say it. • Set up collaborative tasks, for example, construction, food activities or story-making through role-play. • Help children to talk about and plan how they will begin, what parts each will play and what materials they will need. • Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts.
Communication and Language:	**Listening & Attention:** Adults must ensure that children develop their concertation levels - Play listening and attention games to promote following instructions and focus for a sustained period of time **Speaking:** Decide on the key vocabulary linked to activities, and ensure that all staff regularly model its use in a range of contexts (this is a cross-curricular link) - Talking about families & friends – use of photographs from home to support dialogue **Speech and language strategies:** Adults to use colourful semantic sign along, visual timetables to be used. All adults to use visual keyrings, Box clever strategies displayed, Box clever groups to take place, adults to get down to the children's level when interacting with them being a model of good spoken language How do we listen? What questions can you ask your friends? Listening to stories, following instructions, listening to a friend.	
Physical Development: Moving and handling	• Be aware that children can be very energetic for short bursts and need periods of rest and relaxation. • Value the ways children choose to move. • Give as much opportunity as possible for children to move freely between indoors and outdoors.	• Plan opportunities for children to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets. • Provide a range of large play equipment that can be used in different ways, such as boxes, ladders, A-frames and barrels. • Plan time for children to experiment with equipment and to practise movements they choose. • Provide safe spaces and explain safety to children and parents.
Physical Development: Health and Self-care	• Talk with children about why you encourage them to rest when they are tired or why they need to wear wellingtons when it is muddy outdoors. • Talk with children about the importance of hand-washing. • Help children who are struggling with self-care by leaving a last small step for them to complete, e.g. pulling up their trousers from just below the waist.	• Provide a cosy place with a cushion and a soft light where a child can rest quietly if they need to. • Plan so that children can be active in a range of ways, including while using a wheelchair.
Physical Development:	**Moving & Handling:** To develop fine manipulative skills: patting, squeezing, pinching and rolling Suggested focus activities - Cooking opportunities to practise manipulative skills (making bread) - Play-dough disco **Large motor skills:** To develop co-ordination, balance and to be able to avoid obstacles. Suggested focus activities - Chasing games/ring games – cat and mouse, what's the time Mr wolf etc. **Health and self-care:** Adults must ensure that are encouraging children to be independent Suggested focus activities - Recognising danger and seek support of significant adults for help **Independence** - can they put on hat, unzip zipper on jacket, and take their jacket? **Personal hygiene** – washing hands/toileting	
Literacy: Reading	• Discuss and model ways of finding out information from non-fiction texts. • Provide story sacks and boxes and make them with the children for use in the setting and at home. • Encourage children to recall words they see frequently, such as their own and friends' names.	• Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ICT). • Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. • Provide story boards and props which support children to talk about a story's characters and sequence of events.

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Literacy: Writing	• Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. • Demonstrate writing so that children can see spelling in action.	• Provide word banks and writing resources for both indoor and outdoor play. • Provide a range of opportunities to write for different purposes about things that interest children. • Resource role-play areas with listening and writing equipment Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.
Phonics: **Handwriting** **Reading & Writing:**	Listening games- what makes that sound? Where is it coming from? Read, write, inc - pure sounds – graphemes, diagraphs and diagraphs Introduce key words: the, to, I, no, go etc Read write Inc, pencil control, lines/patterns, Pre-writing patterns, daily letter formation on sounds taught so far – using tramline paper, writing words using the sounds taught, planning for 'Child Initiated' activity within the setting, assessing pencil control Stories about school/community/family – non-fiction books about friendships and people who help us, labels, and captions. Going to school, First Day at school. What's in the box, sound box, musical corners, voice sounds, wake up Mr Wolf!	
Mathematics: Numbers	• Encourage estimation, e.g. estimate how many sandwiches to make for the picnic. • Encourage use of mathematical language, e.g. number names to ten: *'Have you got enough to give me three?'*	• Provide collections of interesting things for children to sort, order, count and label in their play. • Display numerals in purposeful contexts, e.g. a sign showing how many children can play on a number track.
Mathematics: Shape, space and measures	• Ask 'silly' questions, e.g. show a tiny box and ask if there is a bicycle in it? • Play peek-a-boo, revealing shapes a little at a time and at different angles, asking children to say what they think the shape is, what else it could be or what it could not be.	• Plan opportunities for children to describe and compare shapes, measures and distance. • Provide materials and resources for children to observe and describe patterns in the indoor and outdoor environment and in daily routines. • Provide a range of natural materials for children to arrange, compare and order.
Mathematics:	**Early mathematical experiences** • match equal sets using one-to-one correspondence • match unequal sets using one-to-one correspondence • compare objects according to size • compare sets without counting • order objects according to length or height order sets without counting **Pattern and early number** • **recognise, create and describe patterns** • describe and create patterns that are the same and different • count 1, 2 or 3 objects reliably • recognise if a number of objects is the same or different (working with numbers 1, 2 and 3) • count one, two or three objects, images or sounds reliably • recognise the numerals 1, 2 and 3create representations for numbers 1, 2 and 3	
Understanding the World: People and communities	• Encourage children to share their feelings and talk about why they respond to experiences in particular ways. • Explain carefully why some children may need extra help or support for some things, or why some children feel upset by a particular thing.	• Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting. • Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. • Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. • Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter. • Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.

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Understanding the World: The world	• Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Encourage the use of words that help children to express opinions, e.g. *'busy'*, *'quiet'* and *'pollution'*.	• Give opportunities to record findings by, e.g. drawing, writing, making a model or photographing. • Provide stories that help children to make sense of different environments.
Understanding the World: Technology	• Encourage children to speculate on the reasons why things happen or how things work.	
Understanding the World:	Families, identifying positive differences and similarities, forming friendships Can you explore your school environment? What can you see out of the window? How do people/friends help us? Who are the people that help us both in and out of school? Have you ever visited anyone who has helped you? Using Active Inspire software: Children learn how to use the program and use the tools Children to be able to draw pictures and write their name using the interactive board pen Gotcha Smile Sukkot- (Jewish festival) Diwali – (Hindu festival) Eid – (Muslim festival) Harvest Festival, what does it mean?	
	Outdoor provision: Painting easels, bikes, sand/water, musical instruments, construction, sensory play.	Role Play: Superhero work stations, home, café, fire station…
Expressive arts and design Exploring and using media and materials	• Talk to children about ways of finding out what they can do with different media and what happens when they put different things together such as sand, paint and sawdust.	• Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate.
Expressive arts and design Being imaginative	• Help children to gain confidence in their own way of representing ideas. • Be aware of the link between imaginative play and children's ability to handle narrative.	• Extend children's experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story. • Provide a stimulus for imagination by introducing atmospheric features in the role play area, such as the sounds of rain beating on a roof or placing a spotlight to suggest a stage set. Provide curtains and place dressing-up materials and instruments close by.
Expressive arts and design	Dressing up, role play. Drawing heroes/friends/people who help us. What uniform do they wear? How could you draw yourself? Painting self-portraits/portraits of friends.	
Enrichment: Educational visits and parental engagement	Visit people who help us – fire fighter, plumber, Head teacher, office staff. Stay and read together - RWI work shops - Reception parent meeting	
Interventions:	1-1 RWInc, Box Clever	