



Reception Long Term Curriculum Map

<h1>Term 2</h1>	<p><u>Theme</u></p> <p>Me and my family – My home</p> <p>What is a family? Who makes up your family? How are families the same/different? Where do you live? How is your home the same/different to your friend's home? What are different homes around the world like? How are they the same/different? What are animal families like? Do you know the names of adult animals (male/females) and their young? What happens in Autumn?, Do you recognise these colours?</p>	
<p>Emphasis upon auditing continuous provision & improving practice</p>	<p>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."</p> <p>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</p>	
<p>Key Texts</p>	<p>The Tiny King</p>	
<p>Characteristics of Effective Learning:</p> <p>Playing and exploring – <i>engagement</i></p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Characteristics of Effective Learning:</p> <p>Active learning – <i>motivation</i></p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Characteristics of Effective Learning:</p> <p>Creating and thinking critically - <i>thinking</i></p>	<ul style="list-style-type: none"> • Use the language of thinking and learning: <i>think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.</i> • 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. 	<ul style="list-style-type: none"> • In planning activities, ask yourself: <i>Is this an opportunity for children to find their own ways to represent and develop their own ideas?</i> 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.
<p>Characteristics of Effective Learning:</p>	<p>The Tiny King - suggested Critical Thinking Activities:</p> <p>What materials would make the best ear plugs/protectors? Can you design and make a crown to fit your head? How can you make sure that it's the right size? Can you make a pillow for the tiny king? How could you make it soft and comfortable? Can you make a boat for the tiny king so that he stays safe in the bath tub (it must float)?</p> <p>Learning to play games:</p> <ul style="list-style-type: none"> • Snap / pelmanism • Kims game • Variety of parachute games e.g. Washing machine, Cat & Mouse, Popcorn, Songs & rhymes, Fruit salad see: http://www.earlyyearsprofessionals.com/eyf/learning-and-development/top-5-parachute-games-children-early-years/ • see: https://family.co/blog/inspiration/10-simple-communication-and-language-activities 	



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<p>Personal Social and Emotional: Making Relationships</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Ensure children have opportunities to relate to their key person, individually and in small groups.
<p>Personal Social and Emotional: Self-Confidence and Self-Awareness</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Personal Social and Emotional: Managing feelings and behaviour</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Personal Social and Emotional:</p>	<p>School rules, routines. What are rules for? Keeping friends. What makes a good friend? Why is it important to share? Who is important to you and why? Who looks after and cares for/about you? Who is in your class? Who do we go to for help?</p> <p>Jigsaw: Celebrating difference (see jigsaw plan) Speaking about themselves in a positive way</p>	
<p>Communication and Language: Listening and attention</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Communication and Language: Understanding</p>	<ul style="list-style-type: none"> • Help children to <ul style="list-style-type: none"> ◆ 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' 	
<p>Communication and Language: Speaking</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.



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<p>Communication and Language:</p>	<p>Listening & Attention: Love of Reading sessions will enable the following skills - maintain attention and concentrate, be able to sit still and listen to stories, answer questions about stories they have listened to with increasing recall, able to follow stories without the use of puppets or props</p> <p>Understanding: Using and understanding positional language – ICT link to ‘Where’s Teddy’ positioning a toy bear and taking photographs of it, follow instructions and carry out them out – tidy up times can be used to promote this skill</p> <p>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</p> <p>Speech and language strategies: Visual timetables to be used, all adults to use visual keyrings, box clever groups to take place, adults to observe each other adult/child interactions and give feedback, use the colourful semantic signs for ‘why’ and ‘how’ questions about their experiences/ stories</p>	
<p>Physical Development: Moving and handling</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Physical Development: Health and Self-care</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Physical Development:</p>	<p>Moving & Handling: To develop children’s hand and eye co-ordination Suggested focus activities - Throwing and catching skills including increasing control when using one handed equipment, opportunities for threading and puzzle making, write</p> <p>Large motor skills: To be able gain increasing control over large motor skills, such as running, jumping, moving backwards, forwards etc Suggested focus activities - Balance and travelling in different ways, demonstrates control and co-ordination over large motor skills, can run with control and co-ordination, can avoid collisions with others, dance, beam, firework dance/ribbon dance/dancing and moving like a horse and carriage, the tiny king in the bath splishing & splashing, the tiny kings family in a tight space...</p> <p>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</p> <p>Independence - dressing and undressing. How do you make sure you have a space around you, for the nativity? Christmas dances and performance.</p> <p>Personal hygiene – – washing hands/toileting</p>	
<p>Literacy: Reading</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Literacy: Writing</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.



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<p>Phonics:</p> <p>Handwriting</p> <p>Reading & Writing:</p>	<p>Listening games - Read, write, inc - All children will be in groups that match their reading ability, pinny time and Fred talk to be optimised by all adults, teachers and TAs to follow the RWI planning guidance for sessions – meeting very Wednesday to refresh of teaching strategies, regular assessments carried out, learning individual letter sounds, learn key words (45 reception key words).</p> <p>Read write Inc, handwriting – focusing on ascenders/descenders (tramline paper), daily writing of CVC words using tramlines, hold a sentence, mark marking outdoors</p> <p>Stories about families: Owl babies, Funnybones, Who’s In my Family?, If I had a hundred mummies, and Tango makes three, Mommy, Mama and Me, A quiet night in, Grace & Family, Waiting for baby, Molly and her dad, Dinosaurs Divorce, It’s NOT the stork, Christmas/fireworks/colours/Autumn. Autumn poems, Letters to Father Christmas, lists, The Nativity, Jolly Snow, The Jolly Christmas Postman, The Elves and the Shoemaker, and a variety of Christmas stories</p> <p>See: https://letterboxlibrary.com/acatalog/Early-Years-Diverse-Families-Pack.html</p>	
<p>Mathematics: Numbers</p>	<ul style="list-style-type: none"> • 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?’ 	<ul style="list-style-type: none"> • 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.
<p>Mathematics: Shape, space and measures</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Mathematics:</p>	<p>Numbers within 6</p> <ul style="list-style-type: none"> • say which number is one more or one less than a given number • estimate a number of objects and check by counting • count reliably with numbers from 1 to 6 • Create representations for numbers 1- 6 • place numbers 1-6 in order • say which number from 1-6 is one more or one less than a given number • recognise the numerals 1-6 • understand the conservation of number <p>Addition and subtraction within 6</p> <ul style="list-style-type: none"> • add and subtract two single-digit numbers • estimate a number of objects and check by counting up to 6 • introduce the concept of 0 as the empty set • subitise within 5 • represent and use number bonds within 5 • use quantities and objects to add and subtract two single-digit numbers <p>Measures – length</p> <ul style="list-style-type: none"> • use everyday language to talk about size, weight, capacity • estimate, measure, weigh and compare and order objects • compare objects and quantities • solve size problems related to length <p>Shape and sorting</p> <ul style="list-style-type: none"> • explore characteristics of everyday objects and shapes and use mathematical language to describe them • shows an interest in shape and space by playing with shapes by sustained construction activity • explore characteristics of everyday objects and shapes (focusing on 3-D shapes) • use positional language • use mathematical language associated with shape • classify and sort everyday objects 	
<p>Understanding the World: People and communities</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.



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		<ul style="list-style-type: none"> • 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.
Understanding the World: The world	<ul style="list-style-type: none"> • 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'. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Encourage children to speculate on the reasons why things happen or how things work. 	
Understanding the World:	<p>Local area, developing understanding of others' cultures and traditions, occupations. How does the season change? How can you tell its Autumn? What happens in this season? What is your favourite colour/ season and why? Christmas - different Father Christmas from different countries.</p> <p>Guru Nanak's Birthday Christmas Spirited Play (Sikh story – The Bowl of Milk and the Jasmine Flower / The Donkey and the Tiger Skin)</p> <p>Technology Where is Teddy? How to use a digital camera, how to download images from the camera on to a computer, how to copy digital photographs in to Active Inspire</p>	
	<p>Outdoor provision: Painting easels, bikes, sand/ Water, musical instruments, nativity Scene, construction, sensory play, writing shed, ribbon dancing and movement.</p>	<p>Role Play: Palace/Castle Gingerbread house, Shop, Santa's workshop, Santa's Grotto</p>
Expressive arts and design: Exploring and using media and materials	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate.
Expressive arts and design: Being imaginative	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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:	<p>Experimenting with colour, form and shape, using specific colours for a purpose, using tools effectively</p> <p>Potato families - characters using real potatoes Can you design Christmas cards/Calendars? What colours do you know? Christmas wrapping paper. How can you make them? Can you use Autumn leaves to make a picture? Mixing colours / rubbings.</p>	
Enrichment: Educational visits and parental engagement	<p>Post Office Take children on a journey – Buckingham Palace / Tower of London Stay and learn sessions Parent to stay and watch RWI lessons Speech and Language – chatterbox sessions</p>	
Interventions:	<p>1-1 RWInc, Box Clever</p>	