



Reception Long Term Curriculum Map

<h1>Term 3</h1>	<p><u>Theme</u></p> <p>Exploration – Problem Solving</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>We’re Going on a Bear Hunt</p>	
<p>Characteristics of Effective Learning:</p> <p>Playing and exploring – <i>engagement</i></p>	<ul style="list-style-type: none"> • Model pretending an object is something else and help develop roles and stories. • Encourage children to try new activities and to judge risks for themselves. Be sure to support children’s confidence with words and body language. • Pay attention to how children engage in activities -- the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products. 	<ul style="list-style-type: none"> • Make sure resources are relevant to children’s interests. • Help children concentrate by limiting noise and making spaces visually calm and orderly.
<p>Characteristics of Effective Learning:</p> <p>Active learning – <i>motivation</i></p>	<ul style="list-style-type: none"> • Help children to become aware of their own goals, make plans, and to review their own progress and successes. • Describe what you see them trying to do and encourage children to talk about their own processes and successes. • Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas. 	<ul style="list-style-type: none"> • Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests. • Keep significant activities out instead of routinely tidying them away. • Make space
<p>Characteristics of Effective Learning:</p> <p>Creating and thinking critically - <i>thinking</i></p>	<ul style="list-style-type: none"> • Encourage open-ended thinking by not settling on the first ideas: <i>What else</i> is possible? • Give children time to talk and think. • Value questions, talk, and many possible responses, without rushing toward answers too quickly. • Support children’s interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences. • Give feedback and help children to review their own progress and learning. Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time. 	<ul style="list-style-type: none"> • Build in opportunities for children to play with materials before using them in planned tasks. • Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships. • Plan linked experiences that follow the ideas children are really thinking about.
<p>Characteristics of Effective Learning:</p>	<p>We’re Going on a Bear Hunt - suggested Critical Thinking Activities:</p> <p>Confidence building exercises/working together collaborative activities e.g.</p> <p>Variety of mazes, trails and obstacle courses set up outside for children to negotiate – with a focus upon sound e.g. crawling under a cargo net over crunchy leaves, through dangling tin cans suspended from a tree etc. Children could negotiate this individually and then with partners – one blindfolded & the other giving instructions.</p> <p>Begin to build mapping skills & language by creating large scale ‘maps’ of the obstacle courses on a display board with moveable elements & matching sounds, photographs of children ‘having a go’ etc to sequence & match up. Key questions: How could we draw this? What comes first/next/last etc, what is next to? What did that sound like? Are there any clues? How could we find out...?</p> <p>Once children have begun to explore large scale maps they could develop mapping skills further by having a go a various pencil and paper mazes, beebot maze games, plan/construct their own obstacle courses</p> <p>Sound lotto games / Squeak piggy squeak - one child is blindfolded & on catching another child asks them ‘squeak piggy squeak’. The ‘caught child’ squeaks and if the blindfolded child correctly identifies them the blindfold gets swapped and</p>	



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	<p>the game continues. This could be extended by getting the children to use different animal sounds/recite nursery rhymes (attempting to disguise their voice).</p> <p>Zoom: https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/ <i>Zoom is a classic classroom cooperative game that never seems to go out of style. Simply form children into a circle and give each a unique picture of an object, animal or whatever else suits your fancy. You begin a story that incorporates whatever happens to be on your assigned photo. The next student continues the story, incorporating their photo, and so on.</i></p> <p>Story Stones: https://family.co/blog/inspiration/10-simple-communication-and-language-activities/</p> <p>The activity – <i>Homemade Story Stones by Happy Hooligans</i> Communication and language area(s) of development: Expressive language, vocabulary, turn-taking, attention and listening In a nutshell – Story stones are essentially very simple prompts for narrative play. All you need to do is get some flat and smooth stones from a craft shop or a beach and decorate them with pictures of objects or animals. Choose one of the stones and start a tale based on the picture on it, then encourage your children to draw more stones and continue the story. What you need –</p> <ul style="list-style-type: none"> • Small Stones • Stickers or Mod Podge and Magazine Pictures Cut-Outs <p>A shrinking vessel: https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/ <i>This game requires a good deal of strategy in addition to team work. Its rules are deceptively simple: The entire group must find a way to occupy a space that shrinks over time, until they are packed creatively like sardines. You can form the boundary with a rope, a tarp or blanket being folded over or small traffic cones. (Skills: Problem-solving; teamwork)</i></p> <p>This activity could be extended in a ‘Cross the alligator swamp’ scenario with increasingly small mats provided as ‘stepping stones’ as well as an increasingly small number of ‘stepping stones’.</p>	
<p>Personal Social and Emotional: Making Relationships</p>	<ul style="list-style-type: none"> • Model being a considerate and responsive partner in interactions. 	<ul style="list-style-type: none"> • Provide activities that involve turn-taking and sharing in small groups.
<p>Personal Social and Emotional: Self-Confidence and Self-Awareness</p>	<ul style="list-style-type: none"> • Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things. 	<ul style="list-style-type: none"> • Provide opportunities for children to reflect on successes, achievements and their own gifts and talents.
<p>Personal Social and Emotional: Managing feelings and behaviour</p>	<ul style="list-style-type: none"> • Show your own concern and respect for others, living things and the environment. • Establish routines with predictable sequences and events. • Prepare children for changes that may occur in the routine. 	<ul style="list-style-type: none"> • Provide familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. dusting, setting table or putting away toys. • To support children with SEN, use a sequence of photographs to show the routines in the setting. • Set, explain and maintain clear, reasonable and consistent limits so that children can feel safe and secure in their play and other activities. • Use pictures or consistent gestures to show children with SEN the expected behaviours.
<p>Personal Social and Emotional:</p>	<p>Making Relationships/ Managing Feelings & Behaviour/Self-confidence and Self-awareness Are they kind to others? Can they start conversations with other children and adults? Are they able to play co-operatively with others? Can they express what they like to do verbally? Are they able to say what their needs, wants or interests are? Are they able to work as part of a group?</p> <p>Recap the school rules. Discussion about how children can resolve conflict in and out of the school environment. Discussion about how their learning has grown and developed since starting school. What they like and dislike about school and how that can be improved. What’s in the bag, Circle time, P4C - activities this links to C & L, giving your ‘blindfolded’ friend careful instructions and looking after them <i>Mother’s Day, Easter, World Book Day</i></p>	



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	<p>Jigsaw: Goals and dreams (see jigsaw plan)</p>	
<p>Communication and Language: Listening and attention</p>	<ul style="list-style-type: none"> • Introduce 'rhyme time' bags containing books to take home and involve parents in rhymes and singing games. • Ask parents to record regional variations of songs and rhymes. • Play games which involve listening for a signal, such as 'Simon Says', and use '<i>ready, steady...go!</i>' 	<ul style="list-style-type: none"> • Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds. • When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. '<i>Hickory Dickory boot, The mouse ran down the...</i>' • Set up a listening area where children can enjoy rhymes and stories.
<p>Communication and Language: Understanding</p>	<ul style="list-style-type: none"> • Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together. • Help children to <ul style="list-style-type: none"> ◆ explain effect: '<i>It sank because it was too heavy</i>' 	<ul style="list-style-type: none"> • Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books.
<p>Communication and Language: Speaking</p>	<ul style="list-style-type: none"> • Model language appropriate for different audiences, for example, a visitor. • Encourage children to predict possible endings to stories and events. • Encourage children to experiment with words and sounds, e.g. in nonsense rhymes. 	
<p>Communication and Language:</p>	<p>Listening & Attention: Adults must ensure that children develop their concentration levels - Play listening and attention games to promote following instructions (of the teacher or of a partner) and focus for a sustained period of time e.g. in the context of playing the game Simon Says or following a partner's instructions while blindfolded to navigate an obstacle course. Continue to build, daily, upon the rhymes that children are familiar with. Recap upon those rhymes learnt during terms 1 & 2 & introduce new rhymes to learn.</p> <p>Understanding: <i>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.</i> Zoom & Story Stones: use the idea of story stones to provide a framework for planning out and sequencing the stages in a task e.g. Going to the shop to buy some bread, getting ready for bed, building a house with the construction toys.</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 the outdoors activities and 'finding their way' e.g. through obstacle courses. Provide clear instructions for a partner to complete a task e.g. navigating an obstacle course blindfolded.</p> <p>Speech and language strategies: <i>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</i></p> <p>Show and tell – where? Why? Who? What? When? How? Water balloon phonics, mystery box, making a treasure map/trail. Extending their vocabulary relating to the topic and introducing new vocabulary related to topic fishy phonics- fishing letters out of the water tray.</p>	
<p>Physical Development: Moving and handling</p>	<ul style="list-style-type: none"> • Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe. • Encourage body tension activities such as stretching, reaching, curling, twisting and turning. 	<ul style="list-style-type: none"> • Provide real and role-play opportunities for children to create pathways, e.g. road layouts, or going on a picnic. • Provide CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music.
<p>Physical Development: Health and Self-care</p>	<ul style="list-style-type: none"> • Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster. 	



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<p>Physical Development:</p>	<p>Moving & Handling: To develop fine manipulative skills: Suggested focus activities - hammers, water play investigation pouring and filling, mark making opportunities outside and inside</p> <p>Large motor skills: To develop throwing and catching skills. Can they climb with confidence? Do they show increased control over hand and eye co-ordination? Can they balance? Are they able to jump and land with control? Can they copy actions? Can they repeat actions and skills? Can they move with control and care? Are they able to avoid collisions with others? Can they talk about what they have done? Can they identify how what skills they can improve? Do they show perseverance when developing a new skill?</p> <p>Suggested focus activities – Variety of throwing & catching games using bean bags, scarves, variety of balls & navigating obstacle courses using the climbing equipment</p> <p>Health and self-care: Suggested focus activities - Can they recognise danger and seeks support of significant adults for help? Can they put on hat, unzip zipper on jacket, and take their jacket?</p> <p>Independence - Personal hygiene – Are they able to observe the effect of physical activity on their bodies? Do they take care of their personal hygiene without prompting?</p> <p>Walk the plank/negotiate an obstacle - walking along a line or masking tape and then challenge the children by asking them to balance a bean bag on their head. To be able to dress and undress independently. Team games - gym equipment out – find the treasure e.g. mats, benches, small horse. To use the apparatus safely jumping on/off. To take a new challenge on the apparatus. Chinese New Year dance. Keeping healthy – what should you put in your lunch box to make it healthy?</p>	
<p>Literacy: Reading</p>	<ul style="list-style-type: none"> • Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?' • Play games like word letter bingo to develop children's phoneme-grapheme correspondence. 	<ul style="list-style-type: none"> • When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. • Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books.
<p>Literacy: Writing</p>	<ul style="list-style-type: none"> • Demonstrate how to segment the sounds(phonemes) in simple words and how the sounds are represented by letters (graphemes). • Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts. 	<ul style="list-style-type: none"> • Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. <i>Maddie, daddy, baddie, laddie</i>.
<p>Phonics:</p> <p>Handwriting</p> <p>Reading & Writing:</p>	<p>Listening games – Sound lotto, squeak piggy squeak</p> <p>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>Writing words and short sentences.</p> <p>Stories about exploration:</p>	
<p>Mathematics: Numbers</p>	<ul style="list-style-type: none"> • Add numerals to all areas of learning and development, e.g. to a display of a favourite story, such as 'The Three Billy Goats Gruff'. 	<ul style="list-style-type: none"> • Create opportunities for children to experiment with a number of objects, the written numeral and the written number word. Develop this through matching activities with a range of numbers, numerals and a selection of objects.
<p>Mathematics: Shape, space and measures</p>	<ul style="list-style-type: none"> • Be a robot and ask children to give you instructions to get to somewhere. Let them have a turn at being the robot for you to instruct. 	<ul style="list-style-type: none"> • Make books about shape, time and measure: shapes found in the environment; long and short things; things of a specific length; and ones about patterns or comparing things that are heavier or lighter.
<p>Mathematics:</p>	<p>Calendar and time</p> <ul style="list-style-type: none"> • use everyday language to talk about time, days of the week and months of the year • measures short periods of time in simple ways • orders and sequences familiar events • use ordinal numbers: 1st, 2nd...last 	



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	<p>Numbers within 10</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 10 • develop an understanding of zero • create representations for numbers 0-10 • place numbers 0-10 in order • recognise the numerals 0-10 • use ordinal numbers: 1st, 2nd...last • understand the conservation of numbers <p>Addition and subtraction within 10</p> <ul style="list-style-type: none"> • estimate a number of objects and check by counting up to 10 • add and subtract two single-digit numbers and count on or back to find the answer • use quantities and objects to add and subtract two single-digit numbers <p>Numbers within 15</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 0 to 15 • Create representations for numbers 0-15 • place numbers from 0-15 in order • considering equal and unequal groups 	
<p>Understanding the World: People and communities</p>	<ul style="list-style-type: none"> • Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. 	<ul style="list-style-type: none"> • Provide role-play areas with a variety of resources reflecting diversity. • Make a display with the children, showing all the people who make up the community of the setting. • Share stories that reflect the diversity of children's experiences.
<p>Understanding the World: The world</p>	<ul style="list-style-type: none"> • Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. • Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name. 	<ul style="list-style-type: none"> • Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.
<p>Understanding the World: Technology</p>	<ul style="list-style-type: none"> • Teach and encourage children to click on different icons to cause things to happen in a computer program. 	<ul style="list-style-type: none"> • Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tape recorder.
<p>Understanding the World:</p>	<p>Mapping – creating a variety of images/maps (oblique, birds eye etc) which depict the positional relationship between different areas ICT games – buried treasure. How to operate the laptops appropriately. To turn on and off correctly. Beebots – direction, giving instructions.</p> <p>Shrove Tuesday- Why do we have pancakes? Chinese New Year</p> <p>Outdoor provision: Observe the weather and its impact upon the environment. Check on growing bulbs & notice plants beginning to emerge from the ground in early spring</p> <p>Negotiating and setting up a variety of obstacle courses</p> <p>Painting easels, Bikes, Sand/ Water, Musical instruments Construction, Sensory play, Maths, Writing shed</p>	
<p>Expressive arts and design: Exploring and using media and materials</p>	<ul style="list-style-type: none"> • Provide children with opportunities to use their skills and explore concepts and ideas through their representations. 	



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<p>Expressive arts and design: Being imaginative</p>	<ul style="list-style-type: none"> • Create imaginary words to describe, for example, monsters or other strong characters in stories and poems. • Carefully support children who are less confident. 	<ul style="list-style-type: none"> • Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them. • Provide children with opportunities to use their skills and explore concepts and ideas through their representations.
<p>Expressive arts and design:</p>	<p>Can they describe texture, form and shape? Do they sing songs, make music and dance, and experiment with ways of changing them – making instruments and creating movements music (Bear Hunt link) Describing textures</p> <p>Valentine Cards, Exploring songs: the big ship sails..., the wheels on the bus... Making up treasure maps.</p>	
<p>Enrichment: Educational visits and parental engagement</p>	<p>Place of Worship week: visit to St John's church, Stratford</p>	
<p>Interventions:</p>		