



Reception Long Term Curriculum Map

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| <h1>Term 6</h1> | <p><u>Theme</u></p> <p>Courage – Being Brave – Moving on</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 Three Billy Goats Gruff</p> | |
| <p>Characteristics of Effective Learning:</p> <p>Playing and exploring – <i>engagement</i></p> | <ul style="list-style-type: none"> • Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong. | <ul style="list-style-type: none"> • Plan first-hand experiences and challenges appropriate to the development of the children. • Ensure children have uninterrupted time to play and explore. |
| <p>Characteristics of Effective Learning:</p> <p>Active learning – <i>motivation</i></p> | <ul style="list-style-type: none"> • Encourage children to learn together and from each other. • Children develop their own motivations when you give reasons and talk about learning, rather than just directing. | <ul style="list-style-type: none"> • Children can maintain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over photographs of their previous activities. |
| <p>Characteristics of Effective Learning:</p> <p>Creating and thinking critically - <i>thinking</i></p> | <ul style="list-style-type: none"> • Model the creative process, showing your thinking about some of the many possible ways forward. • Sustained shared thinking helps children to explore ideas and make links. Follow children’s lead in conversation and think about things together. • Encourage children to describe problems they encounter, and to suggest ways to solve the problem. • Model the plan-do-review process yourself. | <ul style="list-style-type: none"> • Use mind-maps to represent thinking together. • Develop a learning community which focuses on how and not just what we are learning. |
| <p>Characteristics of Effective Learning:</p> | <p>The Three Billy Goats Gruff - suggested Critical Thinking Activities:</p> <p>Can you make a bridge to help the three Billy Goats Gruff cross the river safely? What could you use to make it out of? How can you make sure that it’s strong enough? Where could you start? What might make it easier? Have you seen any bridges? What do they look like?</p> <p>What if..... The three Billy Goats Gruff wanted to cross together? Would it be wide enough? ... How could you make it difficult for the troll to climb up? What if you could only use these materials (paper, straws, masking tape...)?</p> <p>Could you make a bridge that’s strong enough for you to cross?</p> <p>What if.....?</p> <p>Games/Challenges:</p> <ul style="list-style-type: none"> • What’s the time Mr Troll? • Snap/pelmanism • Kim’s game • Variety of parachute games e.g. Washing machine, Cat & Mouse, Popcorn, Songs & rhymes, Fruit salad see: http://www.earlyyearscentre.com/eyv/learning-and-development/top-5-parachute-games-children-early-years/ | |



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| | <p>Balloon Balance: https://globaldigitalcitizen.org/5-team-building-games-critical-thinking The concept of this game is very straightforward. You can decide whether you'd like your students to be in pairs or small groups. Each team is responsible for keeping their balloons in the air with each member being allowed to touch one balloon one time for each turn. At first with just a few balloons, the game will be fairly easy. Over time it will become more challenging, forcing students to develop a strategy for keeping their balloons in the air.</p> <p>Taboo: https://family.co/blog/inspiration/10-simple-communication-and-language-activities/ The activity – Taboo Pack for Kids by Way to Master English Communication and language area(s) of development: Vocabulary, expressive language, confidence & self-esteem In a nutshell – Each card consists of a picture that players have to explain to each other without using the three words listed underneath. It's an amazing, playful activity that takes vocabulary development to a whole new level and encourages creativity. What you need –</p> <ul style="list-style-type: none"> • Free Printables • Scissors <p>Story Stones: https://family.co/blog/inspiration/10-simple-communication-and-language-activities/ The activity – Homemade Story Stones by Happy Hooligans 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>Personal Social and Emotional: Making Relationships</p> | <ul style="list-style-type: none"> • Ensure that children and adults make opportunities to listen to each other and explain their actions. | <ul style="list-style-type: none"> • Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. |
| <p>Personal Social and Emotional: Self-Confidence and Self-Awareness</p> | <ul style="list-style-type: none"> • Offer help with activities when asked but not before. • Support children to feel good about their own success, rather than relying on a judgement from you such as wanting a sticker. | <ul style="list-style-type: none"> • Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities. • Provide experiences and activities that are challenging but achievable. |
| <p>Personal Social and Emotional: Managing feelings and behaviour</p> | <ul style="list-style-type: none"> • Share with parents the rationale of boundaries and expectations to maintain a joint approach. • Model and involve children in finding solutions to problems and conflicts. • Collaborate with children in creating explicit rules for the care of the environment. | <ul style="list-style-type: none"> • Provide materials for a variety of role play themes. • Provide a safe space for children to calm down or when they need to be quiet. • Provide activities that help children to develop safe ways of dealing with anger and other strong feelings. |
| <p>Personal Social and Emotional:</p> | <p>Making Relationships/ Managing Feelings & Behaviour/Self-confidence and Self-awareness Can children play cooperatively and take turns with others? Can they show sensitivity to other's needs and feelings? Do they take steps to resolve conflicts with other children? Are children confident to try new activities and say why they like some more activities than others?</p> <p>Can you say when you do or don't need help? Can you work as part of a group or class and understand how to follow the rules? Can you adjust behaviour to different situations, and take changes of routine in their stride?</p> <p>Class assemblies / Performing in front of an audience – becoming more self confident. Maintaining good friendships. Getting ready for change / Moving up / Transition to year 1</p> <p>How do you feel about going to year 1? How do you need to behave? How can we work together to protect our garden? Why do we need to show respect for nature?</p> | |



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| | Jigsaw: Changing Me (see jigsaw plan) | |
| Communication and Language: Listening and attention | <ul style="list-style-type: none"> Use opportunities to stop and listen carefully for environmental sounds and talk about sounds you can hear such as long, short, high, low. Explain why it is important to pay attention when others are speaking. Give children opportunities both to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully. | <ul style="list-style-type: none"> Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'. Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done. Use sand timers to help extend concentration for children who find it difficult to focus their attention on a task. |
| Communication and Language: Understanding | <ul style="list-style-type: none"> Use stories from books to focus children's attention on predictions and explanations, e.g. "Why did the boat tip over?" Help children to <ul style="list-style-type: none"> predict: 'It might not grow in there if it is too dark' speculate: 'What if the bridge falls down?' | <ul style="list-style-type: none"> Provide for, initiate and join in imaginative play and role-play, encouraging children to talk about what is happening and to act out the scenarios in character. |
| Communication and Language: Speaking | <ul style="list-style-type: none"> Encourage children to develop narratives in their play, using words such as: <i>first, last, next, before, after, all, most, some, each, every.</i> Encourage language play, e.g. through stories such as 'Goldilocks and the Three Bears' and action songs that require intonation. Value children's contributions and use them to inform and shape the direction of discussions. | <ul style="list-style-type: none"> Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities. Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made. |
| Communication and Language: | <p>Listening & Attention: Can they sit and listen for long periods of time? Do they have two- channelled attention? Can listen and do for a short span. Join in with repeated refrains and phrases.</p> <p>Understanding: Can you listen in a range of situations? Are they able to create story maps based on familiar texts? They listen to stories, accurately anticipating key events? They give their attention to what others say and respond appropriately while engaged in other activities. (Using colourful semantics)</p> <p>Speaking: Speech and language strategies: 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 their ideas about how they might make a pair of ear plugs/protectors and using the language of comparison to contrast different ideas/outcomes. Box clever • Repetitive stories • Chatterbox sessions for parents with speech and language therapist • All adults to model good grammar • Puppets and small world play provided as continuous provision • Visual prompts for adults to support language development • Sign along to be used by trained staff • engaging children in stories/spirited play... • Sign cards • Colourful semantics • Story mapping • Encourage children to speak in full sentences</p> <p>Speech and language strategies: ? to be added</p> | |
| Physical Development: Moving and handling | <ul style="list-style-type: none"> Be alert to the safety of children, particularly those who might overstretch themselves. Encourage children in their efforts to do up buttons, pour a drink, and manipulate objects in their play, e.g. 'Can you put the dolly's arm in the coat?' | <ul style="list-style-type: none"> Plan activities that involve moving and stopping, such as musical bumps. Provide 'tool boxes' containing things that make marks, so that children can explore their use both indoors and outdoors. |
| Physical Development: Health and Self-care | | <ul style="list-style-type: none"> Encourage children to be active and energetic by organising lively games, since physical activity is important in maintaining good health and in guarding against children becoming overweight or obese in later life. |
| Physical Development: | <p>Moving & Handling: To develop fine manipulative skills: patting, squeezing, pinching and rolling Suggested focus activities - • Exercise and Fitness Games- football/ obstacle courses.. • Continuous provision – hammers, water play investigation pouring and filling • Mark making opportunities outside and inside • Handwriting practice- pre writing patterns/ letter formation to improve children's pencil grips.. • Forming letters correctly holding a pencil correctly. Play dough disco/ cooking- making smoothies/ showing good control whilst cutting the fruit.</p> <p>Large motor skills: To develop co-ordination, balance and to be able to avoid obstacles.</p> | |



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| | <p>Suggested focus activities - Can they show increased hand eye coordination when throwing and catching a ball? Do they show increased control over hand and eye co-ordination? Using the outdoor environment to build dens, woodland crafts, fire, making camps with tarpaulins, discussing different knots.</p> <p>Health and self-care: Suggested focus activities - Can they explore what happens to their body when they exercise? Can they recognise danger and seeks support of significant adults for help? Do they eat a healthy range of foodstuff and understand a need of variety in food? Can they show some understanding that good practices with regard to exercise, eating, sleeping and hygiene? Do they understand the need for safety when tackling new challenges? Five a day- the importance of a healthy diet.</p> <p>Independence - Can they negotiate space successfully when playing racing and chasing games with other children? Can you control a ball when weaving out of the cones? Can they copy actions? Can they repeat actions and skills? Can they move with control and care? 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>Personal hygiene –</p> | |
| <p>Literacy: Reading</p> | <ul style="list-style-type: none"> • Model to children how simple words can be segmented into sounds and blended together to make words. • Support and scaffold individual children’s reading as opportunities arise. | <ul style="list-style-type: none"> • Provide varied texts and encourage children to use all their skills including their phonic knowledge to decode words. • Provide some simple texts which children can decode to give them confidence and to practise their developing skills. |
| <p>Literacy: Writing</p> | <ul style="list-style-type: none"> • Support and scaffold individual children’s writing as opportunities arise. | <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. |
| <p>Phonics:</p> <p>Handwriting</p> <p>Reading & Writing:</p> | <p>Listening games -</p> <p>Read, write, inc - Links sounds to letters of the alphabet • Segments and blends CVC words • Reads with fluency and is able to discuss what they have read • Is able to retell familiar stories • Spends time reading and exploring a range of texts • Pinny time to be maximised • Is able to read words/simple sentences applying their knowledge of phonics • Focus on continuing a rhyming string • Love of reading time- so children can enjoy an increasing range of books.. • Fred in their head to read sentences. • Linking sounds to letters. • Begin to read simple sentences</p> <p>Read, Write Inc: Blending and using in full sentences. Set 2 and 3 key words.</p> <p>Writing: Can they write their own name and other things such as labels, captions or instructions with growing confidence? Do they attempt to write short sentences in meaningful contexts? Are they able to read their written work back? Can they apply their phonic knowledge to write words in ways which match their spoken sounds? Can they begin to write some irregular common words? Can some children remember their finger spaces, punctuation and full stops when writing sentences? Can they write and spell irregular words? Can children form their letters correctly? Writing independently.</p> <p>Stories about</p> | |
| <p>Mathematics: Numbers</p> | <ul style="list-style-type: none"> • Ensure that children are involved in making displays, e.g. making their own pictograms of lunch choices. Develop this as a 3D representation using bricks and discuss the most popular choices. | <ul style="list-style-type: none"> • Use tactile numeral cards made from sandpaper, velvet or string. |
| <p>Mathematics: Shape, space and measures</p> | <ul style="list-style-type: none"> • Introduce children to the use of mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and the mathematical terms to describe shapes. • Encourage children to use everyday words to describe position, e.g. when following pathways or playing with outdoor apparatus. | <ul style="list-style-type: none"> • Have areas where children can explore the properties of objects and where they can weigh and measure, such as a cookery station or a building area. |
| <p>Mathematics:</p> | <p>Measures</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 involving weight and capacity • explore measuring objects using non-standard units <p>Depth of numbers within 20</p> | |



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| | <ul style="list-style-type: none"> • solve problems including grouping, sharing, doubling and halving • Records using marks that they can interpret and explain (<i>DM 40-60+</i>) • Begins to identify own mathematical problems based on own interests and fascinations (<i>DM 40-60+</i>) <p>Numbers beyond 20</p> <ul style="list-style-type: none"> • say which number is one more or one less than a given number • solve problems including grouping and sharing • estimate a number of objects and check by counting • count reliably to 50 • explore counting on and back from any number within 50 • place numbers from 0-50 in order • estimate a number of objects and check by counting • solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups | | | |
| <p>Understanding the World: People and communities</p> | <ul style="list-style-type: none"> • Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. | <ul style="list-style-type: none"> • Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad. • Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented, • Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area. | | |
| <p>Understanding the World: The world</p> | <ul style="list-style-type: none"> • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”. | <ul style="list-style-type: none"> • Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors. | | |
| <p>Understanding the World: Technology</p> | <ul style="list-style-type: none"> • Support children to coordinate actions to use technology, for example, call a telephone number. | <ul style="list-style-type: none"> • Provide a range of programmable toys, as well as equipment involving ICT, such as computers. | | |
| <p>Understanding the World:</p> | <p>People and Communities: Children know about similarities and differences between themselves and others, and among families, communities and tradition. Children talk about past, present events in their own lives and in the lives of their family members. They know that other children don’t always enjoy the same things, and are sensitive to this.</p> <p>The World: To show care and concern for living things/ observing plants/ To learn about growth and decay- looking closely at similarities and change They make observations of animals and plants and explain why some things occur, and talk about changes. Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Progress Matters: Practitioners to look for cross-curricular links with ICT equipment i.e. cameras, remote control cars etc.</p> <p>Mouse and Keyboard skills – Logging on to the computer network/ navigating around mathletics/ bug club/ How to navigate around the computer using the mouse. How to log on to the computer and Mathletics/bug club How to complete a simple program on the computer using the mouse and keyboard. They select and use technology for particular purposes.</p> <table border="1" data-bbox="421 1563 1522 1823"> <tr> <td data-bbox="421 1563 991 1823"> <p>Outdoor provision: The woods/Park Painting easels. Multi skills. Sand/ Water. Musical instruments. Mini beast hunting. Garden centre. Growing /gardening. Construction.</p> </td> <td data-bbox="991 1563 1522 1823"> <p>Role Play: Home corner Beach role-play Troll’s den</p> </td> </tr> </table> | | <p>Outdoor provision: The woods/Park Painting easels. Multi skills. Sand/ Water. Musical instruments. Mini beast hunting. Garden centre. Growing /gardening. Construction.</p> | <p>Role Play: Home corner Beach role-play Troll’s den</p> |
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| <p>Expressive arts and design: Exploring and using media and materials</p> | <ul style="list-style-type: none"> • Encourage children to notice changes in properties of media as they are transformed through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect. • Have a ‘holding bay’ where models and works can be retained for a period for children to enjoy, develop, or refer to. • Plan imaginative, active experiences, such as ‘Going on a bear hunt’. Help them remember the actions of the story (We’re Going on a Bear Hunt by Michael Rosen and Helen Oxenbury) and think about the different ways of moving. | | | |



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| <p>Expressive arts and design: Being imaginative</p> | <ul style="list-style-type: none"> • Help children communicate through their bodies by encouraging expressive movement linked to their imaginative ideas. • Introduce descriptive language to support children, for example, '<i>rustle</i>' and '<i>shuffle</i>'. | <ul style="list-style-type: none"> • Provide opportunities indoors and outdoors and support the different interests of children, e.g.in roleplay of a builder's yard, encourage narratives to do with building and mending. |
| <p>Expressive arts and design:</p> | <p>Exploring and Using Media & Materials: Can children sing songs, make music and dance, and experiment with different ways of changing them. Can they safely use a tools and techniques experimenting with colour, design, texture, form and function? Can they experiment with ways of changing them? Can they safely use and explore a variety of materials, tools and techniques? Can they experiment with colour, design, texture, form and function? Can they construct with a purpose in mind? Music- singing different songs and using different instruments (Mr Nunn's music sessions)</p> <p>Being Imaginative: Role-play is a continuous strand and links to Literacy throughout the year. Can they act out / join in alongside a narrative with their peers? Can they represent their own ideas/ thoughts through design and technology, art, music dance and stories?</p> <p>Design and make woodland creatures and their habitats – Creatures that live under bridges / in woodlands... Painting, charcoal. Leaf and bark rubbings. Woodland picture frames. Woodland sculptures.</p> | |
| <p>Enrichment: Educational visits and parental engagement</p> | | |
| <p>Interventions:</p> | | |