

# Deanesfield School Curriculum Map

# Year Group: Reception

**Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cross-curricular Topic</b>	<b>Marvellous me</b> I am unique because...?	<b>Festivals and Celebrations</b> How do different cultures celebrate festivals?	<b>Amazing animals</b> How are animals different?	<b>Traditional Tales</b> Where will my imagination take me?	<b>How do things grow?</b> How do things grow?	<b>People who help us</b> Who helps us in our community?
<b>Outcome:</b> <b>Through this topic children will learn to...</b>	Through this topic children will learn about themselves, their emotions and why they are special. They will understand why everyone is different and show respect to each other. They will represent this using their imagination and creative ideas to mark make.	Through this topic children will learn about different festivals and how people celebrate them. They will be able to make comparisons and explore different cultures, exploring how people are different. Through activities and roleplay children will learn respect for others as well as gain a deeper understanding of different cultures.	Through this topic the children will start to learn about classification, habitats and the natural environment around them. They will learn through exploration about habitats and understand the differences and similarities between different species of animals.	Through this topic children will learn about traditional tales. They will learn through roleplay how to express their imagination. Through alternative versions they will explore the characters and create new versions of stories.	Through this topic children will learn about how things grow. Children will get a hands-on experience of growing and will be part of planting in the environment. Children will learn about life cycles and look closely at the way the environment changes.	Through this topic children will learn about people who help us in our local community. They will get to meet real life superheroes and ask questions about their important jobs. Children will start to think about growing up and the transition into year 1. They will learn about the importance of change and challenges through transition.
<b>PSED</b> <i>Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.</i>	<b>Being Me in My World</b> Establishing routines How do we use our learning environment appropriately? School Golden Charter Class Charter Explain the reasons for rules, know right from	<b>Celebrating Difference</b> Anti-bullying week Respecting others How to stay safe – linked to Bonfire Night <b>Building independence</b>	<b>Dreams and Goals</b> Discuss goals and resolutions for the New Year Resilience – how do I try my best? Making the right choices What am I good at?	<b>Healthy Me</b> Continue to develop turn taking games How can I be a kind friend? Telling the truth and being honesty Feeling Proud	<b>Relationships</b> What do I want from a friend? Understanding the importance of healthy food choices	<b>Changing Me</b> How to stay safe in the sun and around water Transition into Year 1 What am I proud of? What do you want to get better at?

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<p><b>Article 15</b> (<i>freedom of association</i>) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> <p><b>Article 42</b> You have the right to know your rights! Adults should know about these rights and help you learn about them too.</p>	<p>wrong and try to behave accordingly</p> <p>What makes us special</p> <p>Being independent self-care and changing etc.</p> <p><b>Introducing the zones of regulations</b> – feelings and managing feelings</p> <p><b>Introduce worry monster within class</b></p> <p><b>Social skills</b> – eye contact, knowing and using names</p>	<p>Continue to develop our learning in our environments</p> <p>Being independent self-care and changing etc.</p> <p>Morning routine – book bag, books, self-registration</p> <p>Home time routine</p> <p><b>Begin to develop social skills</b> – turn taking, listening to others.</p> <p><i>Right 30: Right to use their own language, culture and religion.</i></p>	<p>Listening and Attention game</p>	<p>Learning about Oral Hygiene</p> <p>Showing Responsibility</p>	<p>Looking after the environment, plants and animals</p>	<p>Reflecting on Reception</p>					
<b>Autumn 1</b>		<b>Autumn 2</b>		<b>Spring 1</b>		<b>Spring 2</b>		<b>Summer 1</b>		<b>Summer 2</b>	
<p><b>Phonics</b></p> <p><i>Article 28 (right to education) Every child has the right to an education.</i></p>	<p>Reception will follow whole school phonic scheme, Bug Club Phonics, starting with phase 2 phonics in the first term. This will lead into phase 3 phonics as the year progresses with a big push on the Reception common exception words and tricky words.</p>										

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<p><i>Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.</i></p>	<p>Phonic songs and rhymes: Environmental sounds Phonic on entry assessments</p> <p><b>Phase 2</b></p> <p>*focus on pencil grip and letter formation</p>	<p><b>Consolidate Phase 2</b></p> <p>Oral blending and segmenting CVC words and phrases, e.g. red bus / big cat</p> <p>To be able to read all Phase 2 tricky words.</p> <p>*focus on pencil grip and letter formation</p>	<p><b>Phase 3</b></p> <p>Learning to orally blend and segment many phase 3 sounds into words.</p> <p>To be able to read many Phase 3 tricky words.</p> <p>*focus on pencil grip and letter formation</p>	<p><b>Phase 3</b></p> <p>To continue to learn phase 3 sounds and consolidate knowledge.</p> <p>Applying phonic knowledge to construct simple sentences using both all phase 2 and many phase 3 sounds.</p> <p>*focus on pencil grip and letter formation</p>	<p><b>Consolidate Phase 3</b></p> <p>To use all of our knowledge of phase 2 and phase 3 to construct sentences with a range of different sounds correctly.</p> <p>To be able to read and write all phase 2 and phase 3 tricky words.</p> <p>*focus on pencil grip and letter formation</p>	<p><b>Phase 4</b></p> <p>To continue to reinforce all that we have learnt by introducing phase 4 constant clusters. Children will be learning to orally blend and segment longer words (CVCC, CVVC, etc).</p> <p>To read and write all phase 4 tricky words.</p> <p>*focus on pencil grip and letter formation</p>
<p><b>Literacy/CL</b></p> <p><i>Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people</i></p>	<p><b>Marvellous Me</b> (2 weeks) Children to draw a self-portrait</p> <ul style="list-style-type: none"> <li>- Can I write my name? Mark make...</li> <li>- What do I like/dislike? Who is in my family? Where do I live?</li> </ul> <p>*Adults to quote what I say (ORACY).</p> <p><b>Colour Monster</b> (2 weeks) Week 1 – Chn to draw their own colour monster. Can they list what colours they have</p>	<p><b>Remembrance Week / Bonfire Night</b> (1 week) To write a sentence about Remembrance Week. To recall and create a fireworks picture and label</p> <p><b>Elmer's Special Birthday (link with ABW Choose Respect)</b> (2 weeks) Week 1 – Chn to write an invitation for a friend to come to Elmer's Birthday</p>	<p><b>Owl Babies (Nocturnal Animals)</b> (1 week) Using key pictures from the story, chn will write simple sentences retelling the story.</p> <p><b>Gruffalo (Nocturnal / Forest Animals)</b> (1 week) Chn to use adjectives to describe the Gruffalo or their own creature.</p> <p><b>Oi Frog!</b> (1 weeks) Week 1 – Chn to engage in a range of</p>	<p><b>Little Red Riding Hood</b> (1 week) Using a small world model for inspiration, chn will write some simple sentences on how to get to Grandma's house.</p> <p><b>World Book Week – The Wolf's Story</b> (1 week)</p> <p><b>Goldilocks and the three bears</b> (2 weeks) Week 1 - Chn will be making their own porridge and tasting it. In their groups they will</p>	<p><b>Titch</b> (1 week) Children will explore how humans grow and change.</p> <p><b>Non – fiction Plants</b> (1 week) Chn will label a plant and say what it needs to go healthy. Each child will have their own broad bean and will plant them. Chn will write how they did this as instructions?</p>	<p><b>What the Ladybird Heard?</b> (2 weeks) Week 1 – Chn will draw their own story maps of 'What they Ladybird Heard?' They will orally sequence the story in their groups discussing key information. Week 2 – Chn will add speech bubbles to their story maps, giving more information about what happened in the story</p> <p><b>Emergency!</b> (2 weeks) Week 1 – Chn to discuss and sort where each</p>

	<p>used? Can they use initial sounds?</p> <p>Week 2 – Chn to draw when they feel happy... I am happy when ____ Mark make their sentence and adults to quote and scribe.</p> <p><b>Opposites – Dear Zoo, Mr Men, Opposites</b> (2 weeks) Week 1 – Children to use their expressive language to describe a range of animals, objects thinking about what is opposite and why</p> <p>Week 2 – Children to compare and write about objects that are opposite.</p> <hr/> <p><b>Story of Diwali</b> (1 week) To write a sentence about Rama and Sita</p>	<p>Week 2 – Chn to write a Happy Birthday Card to Elmer...</p> <p>**list of party food, tags for presents</p> <p><b>Christmas The Nativity Story</b> (1 week) Chn to sequence some of the Christmas Story and write simple sentences. E.g. Jesus is born.</p> <p><b>Christmas Around the World</b> (1 week) Chn to compare and write a simple sentence about 1 difference.</p> <p><b>The Grinch Who Stole Christmas / Father Christmas Needed a Wee</b> (2 weeks) Chn will write letters to Santa</p>	<p>rhyming activities throughout the week (ORACY) and then write their own simple rhyming string</p> <p><b>The Little Red Hen (Farm Animals)</b> 2 weeks Week 1 - With CT write a shared letter offering help and prompt everyone to write their name. Chn will make bread and in their groups will talk about what they did and how.</p> <p>Week 2 – Chn to write a simple set of instructions on how to make bread</p> <p><b>Non-Fiction – Sea animals</b> (1 week) Chn to draw and label their favourite sea animals. Can they write a fun fact?</p>	<p>look back through the photos and talk about what they did.</p> <p>Week 2 - Chn will write a recipe page using simple sentences and phrases.</p> <p><b>The three little pigs</b> (2 weeks) Chn will re-tell the story of the three little pigs in their own words using pictures to support them.</p>	<p><b>The Very Hungry Caterpillar</b> (2 weeks) Chn will use the story of ‘The Very Hungry Caterpillar’ to write the lifecycle of a Butterfly.</p> <p><b>*Order butterflies</b></p>	<p>‘Emergency’ goes and who would help and why</p> <p>Week 2 – Chn to draw their own emergency / vehicle and write a sentence on who would help us and why.</p> <p><b>When I Grow up / Look up!</b> (2 weeks) Chn to write simple sentences about what they want to be when they grow up</p>
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<b>Role-play</b> <b>Small World</b> <i>Article 31 You have the right to play and rest</i>	Supermarket / Home Corner	Post Office / Christmas grotto	Forest / Farm / Barn	Castle - linked to traditional tales	Café / Garden Centre	Airport / Police Station
Invent, adapt and recount narratives and stories with peers and their teacher Make use of props and materials when role playing characters in narratives and stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.						
<b>Physical Development</b> <i>Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well</i>	<b>Personal</b> I can work on simple tasks by myself. I can follow instructions and practise safely.	<b>Social</b> I can work sensibly with others, taking turns and sharing	<b>Cognitive</b> I can name some things I am good at. I can understand and follow simple rules.	<b>Creative</b> I can name some things I am good at. I can understand and follow simple rules.	<b>Physical</b> I can perform a single skill or movement with some control.	<b>Health and Fitness</b> I am aware of why exercise is important for good health.
Hold a pencil effectively using the tripod grip Use a range of small tools, including scissors, paint brushes and cutlery Funk finger activities to develop fine motor skills Gross motor skills will be developed through whole school PE scheme – Get fit 4 Education.						
<b>Maths</b> <b>(Inline with White Rose)</b> <i>Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people</i>	<b>Getting to know you (3 Weeks)</b> <b>The Very Hungry Caterpillar</b> <ul style="list-style-type: none"> <li>Class and daily routines.</li> <li>Key times of day.</li> <li>Positional Language.</li> </ul>	<b>It's Me 1, 2, 3! (3 Weeks)</b> <b>We're Going On A Bear Hunt</b> <ul style="list-style-type: none"> <li>Representing 1, 2, 3</li> <li>Comparing 1, 2, 3</li> <li>Composition of 1, 2, 3</li> <li>Circles and Triangles.</li> </ul>	<b>Alive in 5! (3 Weeks)</b> <b>The Ugly Five</b> <ul style="list-style-type: none"> <li>Adding more</li> <li>Taking away</li> <li>Number bonds within 5</li> </ul> <b>Growing 6, 7, 8! (3 Weeks)</b> <b>Kipper's Toy Box</b> <ul style="list-style-type: none"> <li>Representing 6, 7, 8</li> </ul>	<b>Building 9 &amp; 10! (3 Weeks)</b> <b>How Do Dinosaurs Count to Ten?</b> <ul style="list-style-type: none"> <li>Representing 9 and 10</li> <li>Comparing 9 and 10</li> <li>Composition of 9 and 10</li> </ul> <b>Consolidation! (3 Weeks)</b>	<b>Superhero to 20 and beyond (3 Weeks)</b> <b>Which One Doesn't Belong?</b> <ul style="list-style-type: none"> <li>Building Numbers beyond 10</li> <li>Counting to 20</li> <li>Match, Rotate, Manipulate</li> </ul> <b>First, then, now! (3 Weeks)</b>	<b>Find my Pattern! (3 Weeks)</b> <b>Rosie's Walk</b> <ul style="list-style-type: none"> <li>Making simple patterns</li> <li>Exploring more complex patterns</li> <li>Odd and evens</li> <li>Spatial awareness</li> </ul>

	<p><b>Just like me (3 Weeks)</b>  <b>The Button Box</b></p> <ul style="list-style-type: none"> <li>• Match, sort and compare</li> <li>• Compare amounts.</li> <li>• Making Comparisons - Compare size, mass and capacity.</li> <li>• Exploring patterns -Make simple patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Positional language</li> </ul> <p><b>Light and Dark (3 Weeks)</b>  <b>Pete the Cat and his 4 Groovy Buttons</b></p> <ul style="list-style-type: none"> <li>• Representing numbers to 5.</li> <li>• One more and one less.</li> <li>• Shapes with four sides.             <ul style="list-style-type: none"> <li>• Time.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Comparing 6, 7, 8</li> <li>• Composition of 6,7,8</li> </ul>	<ul style="list-style-type: none"> <li>• Recap of previous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> <li>• Spatial awareness</li> </ul>	<p><b>On the move (3 Weeks)</b>  <b>How many Legs?</b></p> <ul style="list-style-type: none"> <li>• Spatial awareness</li> <li>• Patterns and Relationships</li> <li>• Positional language</li> </ul>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>UTW</p> <p>Past and Present/ People, Culture and Communities/The Natural World – <b>Opportunities for the children to embed previous learning through continuous provision, planned challenges and discussion.</b></p> <p><i>Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</i></p> <p><i>Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their</i></p>	<p><b>From birth to now The Growing Story</b></p> <p>Children bring in their own photographs to explore how they have grown.</p> <p>Know some similarities and differences between things in the past and now.</p> <p><b>Handa's Surprise – Linked to healthy eating</b></p> <p>Looking at healthy eating. How can we keep ourselves healthy whilst we grow?</p> <p>Healthy Eating</p> <p><b>Black History Month linked- ?</b></p> <p>Past and Present Talking about people's role in society. Understand the past through characters and settings.</p>	<p><b>Celebrations: Bonfire night, Halloween, Christmas fiction festival books</b></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p><b>Birthdays-Linked to Elmers birthday</b></p> <p>Exploring how birthdays are celebrated around the world.</p> <p><b>Anti-bullying week- Elmer and the Hippos</b></p> <p>Elmer and the elephants – focussing on being unkind and why it is a bad choice.</p>	<p><b>Animal types (2 weeks) – Explore the different types of animals ( farm, pets, wild, sea) Linked to non fiction books</b></p> <p>Looking at simple classification, where do the animals belong and why?</p> <p><b>Nocturnal and Diurnal animals- Owl Babies</b></p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p><b>Animal Habitats – ( 2 weeks) Linked to habitats/nocturnal</b></p> <p>Looking at where animals live, exploring different habitats</p>	<p><b>Red Riding hood – Linked to going on a journey/traditional tales.</b></p> <p>Explore what going on a journey means. Where might we go? How might we get there?</p> <p><b>Imaginary lands- Explore different places from various stories and text – linked to traditional stories.</b></p> <p>Look at imaginary lands, create maps, create places we can/might want to visit? Opportunity for role play and oracy.</p> <p><b>Materials- Linked to 3 little pigs</b></p> <p>Looking at materials/testing Can the children find the best material to make a house?</p>	<p><b>Seasons/ Weather – A Stroll Through the Seasons</b></p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Link to animals and bird migration.</p> <p><b>Mini beasts and their life cycles - linked to non- fiction books</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p><b>Learning about Other important jobs- Refuge workers, vets and teachers. Linked to jobs and transition.</b></p> <p>Understand the importance of other jobs/people who help us? Why are they important? How do they help others?</p> <p><b>People who Help us – Non-fiction books about police, fire service, doctors, nurses, lollipop men and women, dentists etc.</b></p> <p>Talk about the lives of the people around them and their roles in society</p>

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<p><i>family, whether or not these are shared by the majority of the people in the country where they live.</i></p>			<p><b>Sea Pollution Linked to sea animals ?</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing knowledge from stories, non-fiction texts and – when appropriate – maps.</p>			
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<b>Expressive Arts and Designs</b> <i>Article 29 (goals of education)</i> <i>Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</i>	<b>Self portraits</b> <b>Observational drawings.</b> <b>Sing a range of well-known nursery rhymes and songs.</b> <b>Clay diva lamps</b> <b>Design a Rangoli pattern and Mendhi</b> <b>Fruit printing</b>	<b>Re-enacting narratives and stories.</b> <b>Christmas cards and crafts</b> <b>Making party hats for Elmer's birthday</b> <b>Marble effect firework pictures</b>	<b>Create animal habitats through junk modelling</b> <b>Recycled materials – children to create their own sea animal</b> <b>Clay / Playdough – create their own farm animals (whole class chn make own farm)</b>	<b>Weaving linked to Little Red Riding Hood</b> <b>Maps</b> <b>Creating masks of fairy-tale characters</b>	<b>Mini beast hotels</b> <b>4 Seasons painting</b> <b>Observational drawings linked to growing?</b>	<b>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</b> <b>People who help us vehicles using junk modelling</b> <b>Creating badges, helmets etc out of everyday materials for people who help us</b>
	<b>Free exploration of resources – junk modelling, accessing art, music and mark making resources, playdough and construction</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used;					
	<b>Singing: Voice and rhythm finding</b> Sing a range of well-known nursery rhymes and songs; - Perform songs, with others, and – when appropriate try to move in time with music.					