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
Cross-curricular Topic	**Marvellous me** I am unique because…?	**Festivals and Celebrations** How do different cultures celebrate festivals?	**Amazing animals** How are animals different?	**Traditional Tales** Where will my imagination take me?	**How do things grow?** How do things grow?	**People who help us** Who helps us in our community?
Outcome: **Through this topic children will learn to…**	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.
PSED ***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.*	**Being Me in My World** Establishing routines How do we use our learning environment appropriately? School Golden Charter Class Charter Explain the reasons for rules, know right from	**Celebrating Difference** Anti-bulling week Respecting others How to stay safe – linked to Bonfire Night **Building independence**	**Dreams and Goals** Discuss goals and resolutions for the New Year Resilience – how do I try my best? Making the right choices What am I good at?	**Healthy Me** Continue to develop turn taking games How can I be a kind friend? Telling the truth and being honesty Feeling Proud	**Relationships** What do I want from a friend? Understanding the importance of healthy food choices	**Changing Me** 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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Article 15 *(freedom of association) 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.* ***Article 42*** *You have the right to know your rights! Adults should know about these rights and help you learn about them too.*	wrong and try to behave accordingly What makes us special Being independent self-care and changing etc. **Introducing the zones of regulations –** feelings and managing feelings **Introduce worry monster within class** **Social skills –** eye contact, knowing and using names	Continue to develop our learning in our environments Being independent self-care and changing etc. Morning routine – book bag, books, self-registration Home time routine **Begin to develop social skills** – turn taking, listening to others. *Right 30: Right to use their own language, culture and religion.*	Listening and Attention game	Learning about Oral Hygiene Showing Responsibility	Looking after the environment, plants and animals	Reflecting on Reception
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Enhanced Trip experiences		walk to library		Trip to the farm	Walk to library	Visits from people who help us
Phonics *Article 28 (right to education) Every child has the right to an education.*	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.					

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Year Group: Reception

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.	Phonic songs and rhymes: Environmental sounds Phonic on entry assessments **Phase 2** *focus on pencil grip and letter formation	**Consolidate Phase 2** Oral blending and segmenting CVC words and phrases, e.g. red bus / big cat To be able to read all Phase 2 tricky words. *focus on pencil grip and letter formation	**Phase 3** Learning to orally blend and segment many phase 3 sounds into words. To be able to read many Phase 3 tricky words. *focus on pencil grip and letter formation	**Phase 3** To continue to learn phase 3 sounds and consolidate knowledge. Applying phonic knowledge to construct simple sentences using both all phase 2 and many phase 3 sounds. *focus on pencil grip and letter formation	**Consolidate Phase 3** To use all of our knowledge of phase 2 and phase 3 to construct sentences with a range of different sounds correctly. To be able to read and write all phase 2 and phase 3 tricky words. *focus on pencil grip and letter formation	**Phase 4** 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). To read and write all phase 4 tricky words. *focus on pencil grip and letter formation
Literacy/CL *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*	**Marvellous Me** **Week 1 – Welcome to reception- settling in** **Key text: Starting school?** Making class rules together/explore areas of provision **Key question:** Who are we and how do we belong in our new class? **Week 2- All about me** **Key text: Colour monster -** Identifying and labelling emotions/self-portrait,	**Celebrations** **Week 1 – Bonfire Night** **Key text:** Explore light and dark through colour/ firework art and labels **Key question:** How do people celebrate? **Week 2/3- Birthdays** **Key text: Kippers birthday :** Making cards/making invitations/ labels & tags/ comparing birthdays around the world	**Amazing animals** **Week 1 – Animal detectives** **Key text:** Dear zoo Identify animals, describe features/sorting animals **Key question: What animals do we know, how can we describe animals, how can we sort animals** **Week 2- Farm animals** **Key text: - What the ladybird heard**	**Traditional tales** **Week 1 & 2 – Goldilocks** **Key text: Goldilocks and the 3 bears** making porridge/ writing a list of ingredients/ instructions **Key question: How do we make porridge?** **Week 3 & 4 – Three Billy goats gruff** **Key text: Three Billy goats gruff** role play/ labelling/ re tell	**How do things grow?** **Week 1 – Seeds and Plants** **Key text: The tiny seed** how do seeds grow? **Key question:** How do plants grow? **Week 2 – Parts of a plant** **Key text: Titch** label a plant's features **Key question:** What do plants look like? **Week 3 – Growing food**	**People who help us** **Week 1 – Doctors/Nurses** **Key text: Doctors (fact book)** Medical bags and labels/what do they do? **Key question:** How do the doctors and nurses help us? **Week 2 – Paramedics** **Key text: Paramedic (fact book)** write about visit **Key question:** What do paramedics do?

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	name writing / share favourite things **Key question:** Why do my emotions matter? **Week 3- My Family** **Key text: The family book –** Family self-portrait – with labels **Key question:** Who is important to me? **Week 4 – My home and community** **Key text: This is our house-** Build houses, maps to school/ who lives in my house? **Key question:** Where do I live? **Week 5 – Friendship and kindness** **Key text: All are welcome-** Friendship bracelets/cards. **Key question:** How can I be a good friend? **Week 6 – Autumn changes**	**Key question:** How do people celebrate birthdays? **Week 4- Thanksgiving** **Key text: - Thanksgiving (fact book)** Thanksgiving traditions **Key question:** How do we celebrate Thanks Giving? **Week 5 – Christmas/ Nativity story** **Key text: - Nativity story** **Key question:** What is the story of the Nativity? **Week 6 – Christmas around the world** **Key text:** Simple sentence/looking at comparisons **Key question:** How can we compare traditions from around the world? **Week 7 – Christmas** **Key text: - The jolly postman Christmas** Letters to Santa	Labelling farm animals, retell story/farm animal fact cards **Key question: What animals live on a farm?** **Week 3- Pets and caring for animals** **Key text: - The pet that saved Christmas** Care instructions/pet posters/descriptions **Key question: What is a pet?** **Week 4- Wild animals** **Key text: - The ugly five** Animal fact book/ labelling/adjectives **Key question: What makes an animal wild.** **Week 5- Sea animals** **Key text: - The rainbow fish** Label sea animals/ ocean sentences. **Key question: How are sea animals different?** **Week 6- Nocturnal animals**	**Key question: How can we stop the Ogre?** **Week 5 – Traditional tale (from around the world)** Ordering story/labelling animals/what year are we? **Key text: The story of Chinese New Year** **Key question:** What is the history behind Chinese New Year?	**Key text: Oliver's vegetables** shopping list, labelling, soup recipe **Key question:** How do we grow vegetables? **Week 4 & 5 – Life cycles** **Key text: Hungry caterpillar** Labelling life cycles/ observing caterpillars grow **Key question:** What is a lifecycle? **Week 6 – Animal babies** matching animals/adjectives **Key text: Monkey puzzle** **Key question:** How are baby animals different? **Week 7 – Human growth** **Key text: Once there were giants** looking at now and then photos/ comparing **Key question:** How do humans change as they grow older?	**Week 3- Firefighters** **Key text: - Firefighters (fact book)** Fire safety/fact file **Key question:** How do we become fire safe? **Week 4- Police** **Key text: - Police (fact book)** Police equipment/police visit recap **Key question:** How do the police keep us safe? **Week 5 – People who help us** **Key text: Emergency** Identifying people who help us in the wider community **Key question:** What other jobs do we know? **Week 6 – When I grow up** writing and drawing **Key text: Monkey puzzle** **Key question:** What do I want to be when I grow up?

Deanesfield School Curriculum Map **Year Group: Reception**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key text: Leaf man- Observe seasonal changes/explore nature **Key question: What happens in autumn?** **Week 7- Diwali- festival of light** **Key text: My Diwali & Rama and Sita** Diwali traditions/ different cultures/story of Diwali **Key question: How do people celebrate?** **Week 8-**	**Key question: What would we like for Christmas?**	**Key text: - Owl babies** Nocturnal animal facts/ owl descriptions **Key question: What animals come out at night?** **Week 7- Habitats around the world** **Key text: - The Gruffalo** Habitat walk/ labelling habitats **Key question: Where do animals live? Why do animals need habitats?**			**Week 7 – My year in reception** looking back at the past year/ likes and dislikes **Key question:** What did I enjoy about reception?

Deanesfield School Curriculum Map Year Group: Reception

<table>
<tr><td rowspan="2">Role-play

Small World

Article 31 You have the right to play and rest</td><td>Shop</td><td>Christmas grotto/workshop

Winter world</td><td>Forest / Farm / Barn environment</td><td>3pigs house/goldilocks/jack and the beanstalk

Castle - linked to traditional tales</td><td>Garden Centre

Minibeasts</td><td>Hospital

People who help us</td></tr>
<tr><td colspan="6">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.</td></tr>
<tr><td rowspan="2">Physical Development

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</td><td>Personal
I can work on simple tasks by myself.
I can follow instructions and practise safely.</td><td>Social
I can work sensibly with others, taking turns and sharing</td><td>Cognitive
I can name some things I am good at.
I can understand and follow simple rules.</td><td>Creative
I can name some things I am good at.
I can understand and follow simple rules.</td><td>Physical
I can perform a single skill or movement with some control.</td><td>Health and Fitness
I am aware of why exercise is important for good health.</td></tr>
<tr><td colspan="6">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.</td></tr>
<tr><td>Maths

(Inline with White Rose)

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</td><td>Week 1:
Sort, match & classify

To sort, match and talk about objects using different attributes.

Week 2:
Compare amounts</td><td>Week 1:
Composition of 5

Explore ways to make 5.

Week 2:
One more/less

Find one more and one less.</td><td>Week 1:

Numbers 6–7

Represent 6–7 confidently

Week 2:
Numbers 8–9

Represent 8–9.</td><td>Week 1:
Subtraction

Subtract within10.

Week 2:
Doubling

Find doubles to10.
Week 3:
Sharing</td><td>Week 1:
Beyond 10

Count to 20

Week 2 & 3
11-20
Build and compare teen numbers.</td><td>Week 1 & 2:

Compare length, mass, capacity

Week 3:
Shape

Compare 2D/3D Shape</td></tr>
</table>

Deanesfield School Curriculum Map **Year Group: Reception**

unless it harms or offends other people	To compare groups using more, fewer, equal. **Week 3:** Pattern To recognise, copy and create repeating patterns. **Week 4:** Numbers 1–3 To count, recognise and represent numbers to 3. **Week 5:** Composition of 3 To explore different ways to make 3. **Week 6:** Shape & position Recognise 2D shapes and positional language. **Week 7:** Numbers 4–5	**Week 3**: Numbers 6–7 Count and represent to 7. **Week 4**: Addition Combine two groups. **Week 5**: Subtraction Take away practically. **Week 6**: Doubling Explore doubles practically. **Week 7**: Review Apply learning.	**Week 3**: Number 10 Represent 10. **Week 4**: Composition 10 Explore ways to make 10 **Week 5**: Compare/order Compare and order to 10. **Week 6:** Addition Add within10.	Share equally **Week 4**: Odd/even Investigate pairs **Week 5**: Review Solve Problems.	**Week 4:** Patterns Recognise number patterns **Week 5**: Addition Apply known facts **Week 6**: Subtraction Apply known facts **Week 7:** Problem Solving Choose Strategies	**Week 4:** Spatial Describe position and movement **Week 5** Doubling / Sharing: **Week 6:** Investigate / Mastery

Deanesfield School Curriculum Map **Year Group: Reception**

	Count and represent numbers to 5.					

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Year Group: Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UTW **Past and Present/ People, Culture and Communities/The Natural World – Opportunities for the children to embed previous learning through continuous provision, planned challenges and discussion.** *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.* *Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their*	**Week 1 and week 2– exploring colour and collage** using different art materials and tools to explore their creativity **Key question: How can I experiment using different types of mediums?** **Week 3- My senses** exploring senses through experiments **Key question:** What are my senses for and how can I use them? **Week 4 & 5- Building houses/ materials** Junk modelling houses/plan and create **Key question:** What material is best to make a house? **Week 6- Black History month** fact file **Key question:** How is Black history month	**Week 1 – Exploring sounds-** linked to bonfire and fireworks musical instruments/ exploring sounds in the environment **Key question:** What sounds can you hear and recreate? **week 2 & 3– Cooking cupcakes- linked to birthdays** writing recipes and making cupcakes **Key question:** **Week 3- Being Thankful** Thankful posters **Key question:** What am I thankful for? **Week 4- Anti bullying week** Cards/how to be kind/what I like **Key question:** How can I be a good friend?	**Week 1- Holiday news** Write short sentence and a picture about your holiday **Key question:** What did I do during the Christmas holidays? **Week 2- Making bread-** linked to little red hen simple instructions/recipes **Key question:** How do we make bread? **Week 3- My pet** Looking after a pet for the day/instructions/care diary **Key question:** How do I look after a pet? **Week 4 & 5- Minibeasts** Comparing and learning about different minibeasts from around the world	**Week 1- Healthy eating** Linked to Goldilocks/ looking at healthy and unhealty food **Key question:** How can I keep my body healthy? **Week 2- Making porridge** linked to Goldilocks and healty eating/ tasting/ adjectives/labels **Key question:** How does porridge taste? **Week 3&4- Bridges** design, make and test a bridge **Key question:** What's the best design and material for a bridge? **Week 4- Imaginary lands/my own story** create an imaginary land/ verbally say a made-up story.	**Week 1- Comparing seeds** looking at different types of seeds and what they turn into **Key question:** How do seeds differ? **Week 2- Plant art** create plant/flower inspired art **Key question:** How can we create art inspired by nature? **Week 3- Plant a seed/cress/bean** instructional writing **Key question:** What does a seed need to grow? **Week 4- Seed observations** seed diary/observations **Key question:** How has my seed changed?	**Week 1- Hospitals** Looking at hospitals past and present/comparisons **Key question:** How have hospitals changed? **Week 2- Famous Nurses** famous nurses from the past **Key question:** How did nurses from the past change medicine for us? **Week 3- Famous artists** Comparing, creating **Key question: How has art changed over the years?** **Week 4- Space and astronauts** looking at alternative people who help us/ planet/space facts **Key question:** How do astronauts help us?

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family, whether or not these are shared by the majority of the people in the country where they live.	celebrated and why is it important? **Week 7- Light and dark** exploring light with torches/ shadow art **Key question:** What changes can we see? **Week 8?**	**Week 5- Winter experiments** ice experiments/ looking at the changes in our environment **Key question:** What happens to nature in winter? **Week 6- Christmas traditions** draw your favourite tradition from the past **Key question:** How have Christmas traditions changed over time? **Week 7- Christmas craft** design and make a Christmas ornament **Key question:** Why are gifts special?	**Key question:** What facts do you know about minibeasts? **Week 6- Sea pollution** cleaning up the ocean/ocean posters **Key question:** How can we help prevent sea pollution?	**Key question:** What happens when you use your imagination? **Week 5- Spring** Spring walk/changes in the environment **Key question:** What happens to our environment during Spring?	**Week 5- Weather** observe weather in the uk/weather diary **Key question:** What is the weather like where I live? **Week 6- Extreme weather** Extreme weather conditions/comparing **Key question:** What do we mean by extreme weather? **Week 7- Summer** Summer walk/changes in the environment/summer traditions **Key question:** What happens to our environment during Summer?	**Week 5- Scientists** science experiment **Key question:** What is the job of a scientist? **Week 6- Palaeontologist** Looking at bones and fossils/what happened before us? **Key question:** How have Palaeontologist helped shape history? **Week 7-** Transition What I am looking forward to? **Key question:** What am I looking forward to in year 1?

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<table>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td rowspan="3">Expressive Arts and Designs
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.</td><td>Self portraits
Observational drawings.
Sing a range of well-known nursery rhymes and songs.
Clay diva lamps
Design a Rangoli pattern and Mendhi
Fruit printing</td><td>Re-enacting narratives and stories.
Christmas cards and crafts
Making party hats for Elmer's birthday
Marble effect firework pictures</td><td>Create animal habitats through junk modelling
Recycled materials – children to create their own sea animal
Clay / Playdough – create their own farm animals (whole class chn make own farm)</td><td>Weaving linked to Little Red Riding Hood
Maps
Creating masks of fairy-tale characters</td><td>Mini beast hotels
4 Seasons painting
Observational drawings linked to growing?</td><td>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
People who help us vehicles using junk modelling
Creating badges, helmets etc out of everyday materials for people who help us</td></tr>
<tr><td colspan="6">Free exploration of resources – junk modelling, accessing art, music and mark making resources, playdough and construction
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;</td></tr>
<tr><td colspan="2"></td><td colspan="4">Singing: Voice and rhythm finding
Sing a range of well-known nursery rhymes and songs; - Perform songs, with others, and – when appropriate try to move in time with music.</td></tr>
</table>