

Plymouth Grove Primary School

Long Term EYFS Curriculum Map – Reception

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Themes 21-22 | Marvelous Me | Light and Dark | Winter  Traditional Stories | What can we Grow | Castles & Dragons | Africa |
| Core Text | Legs  The Great Big Book of Families  What makes Me. Me  Non-fiction My Body | It was a cold dark night  Owl Babies | Jack Frost  The little Red Hen | Jack and the Beanstalk.  Jaspers beanstalk  Non-fiction -How to grow a bean | Sir Charlie Stinky Socks.  Non-fiction Castle Life | Handa’s Surprise  Dear Zoo |
| Seasonal Learning opportunities and Festivals | Eid, Autumn, Harvest | Bonfire Night  Christmas | Winter  Chinese New Year | Spring  Mothers Day  Shrove | Easter  Eid | Summer  School Trip - Blackpool Zoo |
| Within Reception the children are taught using a combination of focused teaching and child initiated play. The areas of learning are mapped out below showing the progression of skills and the sequence in which individual skills are taught. Although some skills are specifically focused upon in a particular term, as shown, many of these skills are embedded throughout the year and are built upon throughout the year. | | | | | | |

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|  | Autumn | Spring | Summer |
| Communication and Language   * Listening, Attention and Understanding * Speaking | Understand how to listen carefully and why listening is important.  Learn new vocabulary.  Listen carefully to rhymes and songs, paying attention to how they sound.  Use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them.  Connect one idea or action to another using a range of connectives. | Learn rhymes, poems and songs  Engage in non-fiction books.  Describe events in some detail.  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. | Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  □ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate □ |
| Personal, Social and Emotional Development  -Self- Regulation  -  Managing Self  -    Building Relationships | Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Begin to understand how others might be feeling.  Help to find solutions to conflicts and rivalries.  Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. ▪ Increasingly follow rules, understanding why they are important. ▪ Do not always need an adult to remind them of a rule.  Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting.  Play with one or more other children, extending and elaborating play ideas. | Express their feelings and consider the feelings of others.  Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  Know and talk about the different factors that support their overall health and wellbeing:  See themselves as a valuable individual.  Build constructive and respectful relationships. | Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others’ needs. |
| Physical Development  Gross Motor  Fine Motor | Revise and refine the fundamental movement skills they have already acquired:  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ▪ Combine different movements with ease and fluency. | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. | Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| Literacy  Reading Comprehension  Reading Word Level  Writing  Phonics  Order of introduction of letter sounds | Engage in extended conversations about stories, learning new vocabulary.  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.  Read some letter groups that each represent one sound and say sounds for them.  Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s.   * Set 1: s,a,t,p * Set 2: i,n,m,d * Set 3: g,o,c,k * Set 4 ck,e,u,r * Set 5, h,b,f,ff,l,ll,ss | Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Read a few common exception words matched to the school’s phonic programme.  Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exceptional words.  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.  Set 6: j,v,w,x,  Set 7: y,z,zz,qu  Set 8: ch,sh,th  Set 9: ng,ai,ee  Set 10: igh,oa.oo  **Set 6: j, v, w, x Set 7: y, z, zz, qu**. | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate – where appropriate – key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  Write simple phrases and sentences that can be read by others. |
| Mathematics  Number and Numerical Pattern | Count objects, actions and sounds.  Subitise.  Link the number symbol (numeral) with its cardinal number value.  Count beyond 10  Continue, copy and create repeating patterns.  Name and explore shape | Understand the ‘one more than/one less than’ relationship between consecutive numbers.  Explore the composition of numbers to 10 | Automatically recall number bonds for numbers 0 – 10.  Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Compare length, weight and capacity. |
| Understanding the World  Past and Present  People, culture and communities  The Natural World | Begin to make sense of their own life-story and family’s history.  .  Continue to develop positive attitudes about the differences between people.  Talk about members of their immediate family and community. Name and describe people who are familiar to them.  Draw information from a simple map.  Explore how things work.  Explore and talk about different forces they can feel.  Talk about the differences between materials and changes they notice.  Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. | Comment on images of familiar situations in the past.  Understand that some places are special to members of their community. ▪ Recognise that people have different beliefs and celebrate special times in different ways.  Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.  Understand the effect of changing seasons on the natural world around them. | Compare and contrast characters from stories, including figures from the past.  Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which they live.  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. |
| Expressive Art and Design  Creating with Materials  Being Imaginative and Expressive | Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  Explore colour and colour mixing.  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. ▪  Make imaginative and complex ‘small worlds’ with blocks and construction kits.  Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). | Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively sharing ideas, resources and skills.  Listen attentively, move to and talk about music, expressing their feelings and responses.  ▪ Develop storylines in their pretend play | 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.  Invent, adapt and recount narratives and stories with peers and their teacher.  Sing a range of well-known nursery rhymes and songs □ Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. |