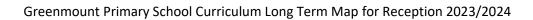
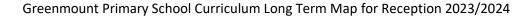


Year: Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Context for learning:	I wonder what is special about where I live?	I wonder what we celebrate and why?	I wonder how I've changed since I was a baby?	I wonder how things grow and change?	I wonder if everywhere in the world is the same?	l wonder who inspires me?	
PSED Self-regulation/ Managing self/ Building relationships	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.						
	Being me in my world Who am I and how do I fit?	Celebrating difference Respect for similarity and difference. Anti- bullying and being unique.	Dreams and goals Aspirations, how to achieve goals and understanding the emotions that go with this.	Healthy me Being and keeping safe and healthy.	Relationships Building positive, healthy relationships.	Changing me Coping positively with change.	
Communication and Language Listening, attention and understanding/ Speaking	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.						
*Some key vocabulary taken from the NHS Sp & Lang Toolkit – Early Word Checklist	Key vocabulary Siblings, parents, community, locality, terraced houses, detached, semi detached, Beeston, England, Mosque, Church, apartments, flats, bungalow, upstairs, porch	Key vocabulary Celebrations, festivals, invitations, gifts, Diwali, Hindu, bonfire, sparkler, fireworks, Christmas, Christians	Key vocabulary	Key vocabulary Seed, leaf, stem, growth, change, alive, tadpoles, frogs, froglet, life cycle	Key vocabulary Country, Kenya, Australia, southern hemisphere, northern hemisphere	Key vocabulary Pioneer, hero, eco-warrior, ambition, career, hobby, aspire/aspiration	
Physical Development Gross motor skills/	early childhood, startir with both objects and	ng with sensory exploratio adults. By creating games	ns and the development of a and providing opportunities	pursue happy, healthy and active lives. Gross child's strength, co-ordination and positional for play both indoors and outdoors, adults car undation for developing healthy bodies and so	awareness through tummy time, cranssupport children to develop their co	wling and play movement re strength, stability, balance,	





grip Using paintbrushes Drawing figures Drawin	Fine motor skills	helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the							
Complete PE Locomotion							Gross motor skills		
Literacy Interacy Intera		Complete PE	Complete PE	Complete PE	Complete PE		Complete PE		
Jumping Fine motor skills Fine motor skills Fine motor skills Developing pencil grip Using paintbrushes Drawing patterns Drawing figures D		•	•	•	•	•	•		
Developing pencil grip Using paintbrushes Drawing patterns Drawing grees Drawing patterns Drawing grees Drawing patterns Drawing figures It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading, Language comprehension dujects It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading, Language comprehension (necessary for be reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjor hymes, poems and songs together. Skilled word reading, Language tomprehension of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Comprehension Text: Rama and Sita Trad Home Carson Ellis Leaf Man Lois Ehlert Word Reading Floopy's Phonics Phase 2 pastpinmagock Phase 2 pastpinmagock Phase 2 phase 3 pivwyz,zz,q.u.ch,sh,th,ng plwe, wh.cks,tch,nk,ai,e.e.jeh,oa,oo,oo or Tricky words Pink words Pink words Pink and red words Pink words Pink words Pink and red words Pink words Pink and red words Pink words Pink and red words Pink words and tricky Pink and red words Pink wor			Dan Skins Tranas 2	Cynmustics informig	Daniel Garseives		2000		
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Maths

Numbers/ Numerical patterns Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

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Getting to know you	It's me 123!	Alive in 5!	Building 9 and 10	To 20 and beyond	Find my pattern				
Baseline	Representing,	Introducing	9 and 10/comparing numbers to	Numbers to 20/matching shapes and	Doubling/sharing/odds				
assessments	comparing and	zero/comparing numbers	10/bonds to 10/3D shape/pattern	patterns	and evens/replicating				
Just like me!	composition of	to 5/composition of 4 and	Consolidation	First, then, now	models/positional				
Match and	123/circles and	5/compare mass and		Adding more and taking	language				
sort/compare	triangles/	capacity		away/number stories/combining and	On the move				
amounts/compare	positional language	Growing 678		separating shapes	Solving				
size, mass and	Light and Dark	6, 7 and 8/making			problems/pattern/map				
capacity/Exploring	Numbers to 5/one	pairs/combining two			making				
pattern	more, one less/shapes	groups/length, height,							
	with 4 sides/time	time							
	Consolidation								

Understanding the World

Past and present/ People, culture and communities/ The natural world Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Past and present	Past and present	Past and present	Past and present	Past and present	Past and present
Where I live		How I'm changing			Famous pioneers
Where I live and the		What can I do now? What			Martin Luther King
local community		is unique about me?			Greta Thunberg
					Marie Curie
					Rosa parks
People, culture and	People, culture and	People, culture and	People, culture and communities	People, culture and communities	People, culture and
communities	communities	communities		Contrasting environments	communities
My locality	Celebrations			What is it like to live in Kenya and	
Who I live with and	How we celebrate			Australia?	
where	special times				
The natural world	The natural world	The natural world	The natural world	The natural world	The natural world
			How things grow and change	Contrasting environments	
			Growing seeds and watching tadpoles	Climate, landscapes and animals in	
			change	Kenya and Australia	



Expressive Arts and Design Creating with materials/ Being imaginative and expressive	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.								
	Creating with materials Ourselves Self-portraits. Artist inspiration: Giuseppe Arcimboldo	Creating with materials	Creating with materials Change Changing colours, changing sounds Artist study: Mark Rothko	Creating with materials Natural sculptures Using natural resources to make 3D pieces Artist inspiration: Andy Goldsworthy	Creating with materials	Creating with materials Artist inspiration: Kandinsky			
	Being imaginative and expressive	Being imaginative and expressive Music and songs from around the world Music from different cultures and celebrations	Being imaginative and expressive	Being imaginative and expressive	Being imaginative and expressive Art from different cultures Kenyan design and aboriginal art	Being imaginative and expressive Famous artists Looking, listening and appreciating work by different artists in different genre			
Music (with specialist teacher)	Start/stop Loud/quiet Fast/slow Shake/tap/bells Mouse rhymes and songs	Start/stop Loud/quiet Fast/slow Shake/tap/bells Mouse rhymes and songs	Story telling (Bears, Bear Hunt, Sid the Snail junk instruments) Chinese New Year	Recap start/stop, exploring instrumental sounds – scrapers, tambourines, drums, chime bars, bells Music Band Sid the Snail instruments choosing sounds to fit story (to plan) Pirates	Jolly Music Finding singing voice, differentiate between song and rhyme Outside songs – jump jim joe, see saw choose an instrument you can play, x3 what's your favourite?	Train journey rap Jolly Music opposites; tempo, pitch, listening and moving – carnival of the animals, elephant march from jungle book			
Parental links	Induction Curriculum meeting Stay and Play- phonics	Parent meetings Maths/Reading meeting Nativity performance Stay and Play- Christmas party	Class assemblies Stay and Play-Lunar New Year	Parent meetings Stay and Play-World Book Day Class assemblies	Stay and Play-Eid Class assemblies	Stay and Play- graduation Reports Sports Day			



Greenmount Primary School Curriculum Long Term Map for Reception 2023/2024

Visits/Visitors	Local walk	Indian dancing	Parent with a baby/health	Farm/garden centre	Skelton Grange	
		Pantomime/Rainbow	visitor		Lion Learners	Firefighter/police officer
		Factory	Baby clinic			visitors
		Hindu parents				Parent occupations