



Aspiring to achieve our best: moving forward together!

Heathcoat Primary School Curriculum Map: Reception 2017/18

Year: Reception	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Topics	We are all Special People who help us	Fireworks & Autumn Christmas	Space Chinese New Year Growing	Traditional Tales Easter	Transport Being Healthy	Superheroes On the farm
Prime Areas:						
Personal, social and emotional development	<p>Throughout this half term the children will settle into school, where they will become familiar with the learning environment, create their own class rules and learn through daily experiences and circle time how to look after each other, share, take turns and begin to form close friendships with their peers and the adults within the foundation stage unit.</p> <p>Circle time – SEAL (Social, emotional aspect of learning) The children will take part in a weekly circle time session where we will focus on ‘new beginnings’.</p>	<p>Through independent learning time the children will be provided with a range of learning opportunities, such as role play, construction and small world play, that will enable the children to develop their relationships with their peers where they will be <i>‘initiating conversations, attend to and take account of what others say’</i>.</p> <p>There will also be a focus on enabling children to resolve everyday conflicts with other children, e.g. finding a compromise, through circle time and daily modelling and problem solving with adults.</p> <p>Circle time – SEAL The children will take part in a weekly circle time session</p>	<p>Through whole class and guided group work the children will be developing their confidence to speak in a familiar group, talking about their own knowledge and past experiences of journeys they have been on.</p> <p>Circle time – SEAL: going for goals. The children will be discussing how they have changed, what they can do that they could not do before and setting their own goals for learning.</p> <p>The children will also be exploring how they and others show feelings, talk about their own and others’ behaviour, and its consequences through circle time, role play and on a daily basis modelled by adults.</p>	<p>The children will be provided with a range of opportunities that will enable them to play and learn cooperatively, taking turns with others. They will be encouraged to take account of one another’s ideas and consider how to organise their activity.</p> <p>Circle time – SEAL: good to be me. During circle time the children will be considering what they and their friends are good at. We will notice similarities and differences between each other, developing their belonging, confidence and self-esteem.</p>	Circle time – SEAL: relationships	Circle time – SEAL: relationships
Communication and language	<p>We are all special Throughout this topic the children will be given many opportunities to develop their listening, attention and speaking skills. They will explore each other’s families and begin to understand that all families have similarities and differences.</p> <p>People who help us The children will put their speaking and listening skills into practise</p>	<p>Fireworks Watch a fireworks display on the IWB and use descriptive language. Recall past experiences of fireworks.</p> <p>Autumn Children will talk about environmental changes they have observed in both home and school environments.</p>	<p>Space Children will discuss facts about Space as well as writing and sharing a class alien diary</p> <p>Growing Discussion about life cycles and changes to the environment. Tadpoles.</p>	<p>Traditional tales Re-telling and acting out familiar stories</p> <p>Easter The children will follow a sequence of instructions to make Easter nest cakes. The children will discuss their own understanding and experiences of Easter.</p>	Journeys Throughout this topic the children will develop their <i>speaking and listening skills</i> through sharing their own experiences and memories of journeys they have been on using past, present and future forms of speech accurately. They will listen and respond to a range of books, both fiction and non-fiction and answer	Superheroes Children become superheroes and talk about their super powers or powers they would like as well as discussing their own superheroes. On the Farm Discuss animals and their young. The children will talk about what they learnt on the school visit to World Of Country Life.



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	<p>throughout this topic, when they will be investigating the mystery of the missing puppets. They will also be interviewing people who help them in school. We will have a few visitors that will be coming into school to talk to the children and answer questions about their role and how they help others.</p>	<p>Christmas The children will use language to imagine and recreate roles and experiences in play situations, recreating familiar experiences of Christmas.</p>			<p>questions with relevant comments. The children will discuss what they know about the different types of transport and pose questions that they would like to find out about transport.</p> <p>Being healthy Discuss how to keep our bodies healthy and explore healthy and unhealthy food and drink .</p>	
Physical development	<p>The children will be provided with a wide range of daily learning opportunities that will develop both their gross and fine motor skills.</p> <p>Fine motor: 'finger gym': activities that develop the children's strength in their fingers and pincer grip, which is essential for writing. For example – threading, using tweezers to pick up small objects, play-dough and using clothes pegs etc...</p> <p>Gross motor skills: activities that develop the children's gross motor skills, for example, obstacle course, bike and scooters, ball skills, large construction, pushing and pulling large objects etc...</p>	<p>-----></p> <p>-----></p>	<p>The children will continue to be provided with a wide range of daily learning opportunities that will develop both their gross and fine motor skills. The finger gym activities this term will have a focus on pencil control and letter formation.</p> <p>This term there will be a focus on ball skills and handling. Kicking, throwing, pushing and rolling with control.</p>	<p>-----></p> <p>-----></p>	<p>The children will continue to be provided with a wide range of daily learning opportunities that will develop both their gross and fine motor skills. The finger gym activities this term will have a focus on pencil control and letter formation.</p> <p>This term there will be a focus on healthy living and being aware of the importance of exercise, a healthy diet, sleep and hygiene.</p>	
Literacy	<p>Phonics The children will be taught through a daily phonics session using the 'Fast phonics' programme (covering phase 2). They will then be able to apply their phonic knowledge during independent</p>	<p>Phonics The children will be taught through a daily phonics session using the 'Fast phonics' programme (covering phase 2). They will then be able to apply</p>	<p>Phonics The children will be taught through a daily phonics session using the 'Fast phonics' programme - covering phase 2 and 3. They will then be able to apply their phonic</p>	<p>Phonics The children will continue following the 'fast phonics' programme, introducing more digraphs and tri-graphs, reading and writing a wider range of common exception</p>	<p>Phonics The children will continue following the 'fast phonics' programme, introducing the final digraphs and tri-graphs, reading and writing a wider range of common exception</p>	<p>Phonics The children will continue following the 'fast phonics' programme, introducing the final digraphs and tri-graphs, reading and writing a wider range of common exception words and high</p>



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	<p>learning activities and small group guided sessions.</p> <p><u>We are all special</u> Reading: Share a range of fiction and non-fiction family books. Writing: Draw a picture of their family, giving meaning to the marks they have made. Name writing.</p> <p><u>People who help us</u> Where are the missing BLP puppets? The children will become police officers and detectives. They will have to solve the mystery of the missing puppets! The children will interview children and staff, write missing posters, photograph and record evidence and find the missing puppets. Can they do it on their own, will they need the help of PC Rob? Only time will tell! The children will apply their reading and writing skills to solve the mystery of the missing puppets in a real life scenario.</p> <p>Writing: The children will create their own missing posters.</p>	<p>their phonic knowledge during independent learning activities and small group guided sessions.</p> <p>Reading books - the children will have individual reading books which they will be able to take home and read to their family. Reading books will be changed weekly. Writing: The children will begin to use their developing phonic knowledge to write CVC words and simple sentences through guided and independent learning.</p> <p><u>Christmas:</u> Reading: The children will learn the 'Christmas story' and retell it through the Christmas nativity play, as well as during independent learning time in the role play area and small world play. Writing: We will be writing a letter to Father Christmas and writing Christmas cards to our family.</p>	<p>knowledge during independent learning activities and guided group sessions.</p> <p>Reading: The children will immerse themselves in fiction and non-fiction books about space and growing. Through this we will identify the children's interests and fascinations.</p> <p>Reading Books – the children will continue to read their individual reading books at home and in school each week.</p> <p>Writing: The children will write facts about space as well as lifecycles and growing. The children will recall a favourite journey that they have been on. They will then write a sentence about their journey using their phonic knowledge.</p>	<p>words and high frequency words and applying this knowledge in both their reading and writing. The children will develop their sentence structure and write for a variety of purposes.</p> <p>Reading: We will be exploring a range of traditional tales through talk for writing. The children will learn and retell the texts through role play and story mapping. Writing: The children will write captions and sentences about the story, learning the structure of the story and key phrases which will then lead o to them writing their own version of a traditional tale</p> <p>Reading Books – the children will continue to read their individual reading books at home and in school each week.</p> <p>Children will re-write their own version of a traditional tale</p> <p><u>Easter</u> The children will writing Easter cards to their friends and family and share fiction and non-fiction Easter books.</p>	<p>words and high frequency words and applying this knowledge in both their reading and writing. The children will develop their sentence structure and write for a variety of purposes.</p> <p><u>Transport</u> Reading: The children will immerse themselves in fiction and non-fiction books about journeys and transport. Through this we will identify the children's interests and fascinations and select a story that they would like to learn and adapt, using story maps, role play and puppetry.</p> <p>Writing:</p> <p>Reading Books – the children will continue to read their individual reading books at home and in school each week.</p> <p>The Train Ride story – children use the story structure to write their own train ride story</p> <p>Story writing – the class will choose a transport story that they have enjoyed reading and will learn the story using a story map. The children will write their favourite part of the story which will be made into a class book which will be shared and enjoyed in the reading corner.</p> <p><u>Being healthy</u></p>	<p>frequency words and applying this knowledge in both their reading and writing. The children will develop their sentence structure and write for a variety of purposes.</p> <p><u>Superheroes</u> The children will share a number of stories based on superheroes focusing on structure of the stories and predicting endings. The children will then write about chosen superheroes.</p> <p><u>On the farm</u> The children will write about a number of animals and write a recount from their trip to World of Country Life.</p>
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					The children will write lists of healthy and unhealthy foods and drinks	
Mathematics	<p>Number: The children will be learning to use numbers to 20. Reciting, recognising, ordering and matching. This will be taught through discrete carpet sessions, small group guided work and independent learning.</p> <p>Shape, space and measure: They will also learn about pattern. They will learn to continue a repeating pattern and create their own pattern using colour, shapes and music.</p>	<p>Number: Counting to 20 and back from 20. Counting - adding 1 more. Addition – story of 5.</p> <p>Shape space and measure: The children will explore 2D and 3D shapes, where they will name and describe them. Measures – length and height.</p>	<p>Number: ‘1 more than’ and ‘1 less than’ a given number to 10 and then 20+. Counting to 20 and then 100 Adding 1 more and 2 more Addition story of 10</p> <p>Shape, space and measure: Money 2D and 3D shapes name and describe the properties. Days of the week Data handling – how we travel to school.</p>	<p>Number: Counting on and back to 20 and comparing numbers to 20 Find 1 and 2 more than any number to 10 Add 1,2 or 3 to any number to 20 by counting on</p> <p>Shape, space and measure: Revise 2D / 3D shapes and their properties Capacity</p>	<p>Number: Addition and subtraction Counting and sequences</p> <p>Shape, space and measure: Time Capacity Money</p>	Re cap all areas of mathematic early learning goals.
Understanding the world	<p>We are all special People and communities Talk about their own family who they live with and family traditions. Notice similarities and differences between families.</p> <p>People who help us The children will find people around the school who help them each day, taking photographs and describing what they do that helps them. They will the explore and learn about people the local community that help them and their families. They will interview a range of people, asking them questions that they have always wanted to know about their job and how they help others.</p> <p>Technology</p>	<p>Autumn The children will explore and discuss how our environment changes.</p> <p>Christmas People and communities- Discuss how we celebrate Christmas, family traditions. Notice similarities and differences.</p> <p>Technology – Make a calendar for our family using the ‘paint programme’ on the computer.</p>	<p>Space The children will learn about many aspects of space including how the planets are different.</p> <p>Chinese new year The children will learn about how people celebrate the Chinese new year and why.</p> <p>Growing Understanding the world: The children will learn about the lifecycle of a tadpole. They will observe ‘real’ tadpoles in the classroom as they grow and change until they become frogs and can be released into our school pond. The children will use the I-pads to take photographs of the stages of ‘growth and change’ and make</p>	<p>Easter Discuss how we celebrate Easter, exploring different family traditions, noticing similarities and differences.</p>	<p>Transport The children will talk about past journeys they have been on with family and friends. They will pose questions about the different types of transport that they would like to find out about through researching the topic using the I-pads, non-fiction books and a visit to Tiverton museum.</p>	<p>On the farm The children will find out about a number animals.</p>



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	The children will explore a range of technology, learning how to use the I-pads computer and digital cameras.		their very own life-cycle of a tadpole book. The children will pose questions about how plants grow and will plant and nurture their own bean.			
Expressive arts and design	<p><u>We are special</u> Self portraits Family tree</p> <p><u>People who help us</u> Using a range of medium, create a representation of a person who helps them (paint, crayons, pencils, collage etc...) Role play people who help us – police station and school.</p> <p>Music – Explore rhythm using percussion instruments.</p>	<p><u>Fireworks</u> Design and make a rocket (parent day). Firework pictures using a range of medium.</p> <p><u>Autumn</u> Use a number of mediums to create pictures of autumnal objects</p> <p><u>Christmas</u> Nativity play – the children will learn a range of new songs for the Christmas nativity play. They will perform the play in front of the school and parents. -Make a Christmas card for our family.</p>	<p><u>Space</u> Create pictures of space and use junk modelling to create space creatures and forms of space transport.</p> <p><u>Chinese new year</u> Create Chinese dragons</p>	<p><u>Spring</u> Observational drawings of spring flowers using a range of medium (pencils, chalks, watercolours and pastels)</p> <p>Mother’s day card – printing</p> <p>Parent Day – design and make a vehicle that can transport an egg.</p>	<p><u>Transport</u> Role play – airport and train station. Paintings of different types of vehicles. The children will learn a range of ‘transport’ songs</p> <p>Music – the children will be exploring a range of percussion instruments, following a rhythm and tempo.</p>	
Other:						
Building Learning Power (BLP) / Characteristics of effective learning (CoEL)	The children will be introduced to the first of our 4 learning power puppets – ‘Resilient Rhino’. They will explore what it means to be resilient. The children will be encouraged to ‘try, try, try’ with their learning. They will learn that making mistakes is ok; it is how they learn from their mistake that is important. We will teach the children to ‘lock into their learning’ and explore how they can manage distractions. And most of all have fun with their learning!	The children will be introduced to the learning power puppets ‘Reciprocal Rooster’ and ‘Resourceful Raccoon’. They will continue to develop their resilience through planned and child initiated activities.	The children will be introduced to the final learning power puppet ‘Reflective Raven’, where the children will be taught and encouraged to reflect on their learning and make changes to develop their learning further.	The children will be putting all four learning powers into practise, through planned activities and everyday learning. We will be introducing challenges which the children will be required to complete, enabling them to really apply and develop their BLP skills.	Over the summer term the children will be provided with a wide range of opportunities through guided activities and their independent learning that will enable and encourage the children to use their developing BLP muscles. They will continue to complete their weekly challenges and all children will be encouraged to use the BLP language when discussing and reflecting on their learning.	



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Forest School	The children will be learning about trees and how they grow. Autumn – Changes that occur in our local environment.	Mini-beasts – we will be learning about mini-beasts and finding them on a mini-beast hunt around our school grounds.	Winter – changes / weather	Spring – mini-beasts and life cycles (observe the life cycle of a frog)	Mini- beasts Mini-beast habitats Life cycles - continue to observe and learn about the life cycle of a frog	
Trips and visits:	Walk around our local environment (school grounds and West Exe park)	Autumn walk around the school grounds and West Exe park.		Spring walk around west Exe park.	Trip to Tiverton Museum.	Trip to the World of County Life