





Calcot Schools

EYFS – Reception Curriculum Map – Autumn Term

	<u>Autumn 1</u>	<u>Autumn 2</u>
Overarching topic	<p>All About Me</p> 	<p>Celebrations</p> 
Lines of enquiry	<p>Family (History) Homes around the world (Geog) Human body Senses Dental hygiene</p>	<p>Christmas around the world & Nativity (Geography) Diwali (History/Geography) Bonfire Night (History) Harvest Halloween Remembrance day (History) Autumn seasonal changes (Science/Geography)</p>
Experiences & opportunities for children / parents	<p>Nurse/doctor visit Family tree day Autumn walk Forest school</p>	<p>Walk to post box Making Gingerbread men Cooking linked to bonfire night Diwali day - mendhi patterns, talk from parent, making a diya, dance workshop with Don Rae Nativity Visit from Father Christmas Forest school</p>



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Ambitious vocabulary	<p>Family – relatives, aunt, uncle, cousins, grandparents, daughter, son, belong, surname</p> <p>Homes – detached, semi-detached, bungalow, flat, terraced, cottage, mansion, villa, high-rise, globe, country, village, city, town,</p> <p>Body – ankle, ear lobe, jaw, knuckles, elbow, heel, hip, muscles, joints, organs, brain, heart, lungs, intestines, stomach, veins, pulse, skeleton, skull, ribs, spine, bone</p> <p>Senses - Taste buds, sight, hearing, touch, smell, sour, bitter, tangy, fizzy, delicious, spicy, prickly, silky, speckled, rotten, rancid, gurgling</p> <p>Autumn – seasons, temperature, thermometer, weather forecast, sunrise, sunset, evergreen, deciduous, hibernate, migrate</p>	<p>Christmas – advent, manger, Bethlehem, Jesus, stable, frankincense, myrrh, gold, nativity, shepherd, sleigh, poinsettia, wreath, Christian, Christianity</p> <p>Diwali - Diva lamp, Rama & Sita, mendhi, festival of light, rangoli, Hindu, Hinduism</p> <p>Bonfire night – explode, flicker, whizz, whoosh, spiralling, dazzling, display, gunpowder, tradition, Guy Fawkes</p> <p>Harvest – crop, ploughed, combine harvester, wheat, sickle, grain, bale, donate</p> <p>Halloween – cauldron, skeleton, costume, potion</p> <p>Remembrance – Armistice, memorial, ceasefire, procession, veteran, Flanders field, parade, bugle</p>
C&L	<p>Listening: Listen to others 1:1, in small groups and whole class Enjoy listening to stories Listen carefully to rhymes and songs, paying attention to how they sound Understand how to listen carefully and why listening is important</p> <p>Attention: Maintain attention in whole class and small group contexts for a short time May find it difficult to pay attention to more than one thing at a time</p> <p>Respond: Engage in story times by making simple comments Join in with repeated refrains and anticipate key events and phases in stories or rhymes Respond appropriately when asked</p> <p>Understanding: Follow 1 step instructions Understand ‘why’ questions.</p>	<p>Listening: Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment</p> <p>Attention: Maintain attention in new situations e.g. whole school assembly or PE sessions in the hall Shift attention when required</p> <p>Respond: Make relevant comments when listening to a story and can answer ‘why’ questions Link events in a story to their own experiences Ask questions to find out more and to check they understand what has been said to them Respond to others appropriately in play Engage in non-fiction books</p> <p>Understanding: Follow instructions or a question with 2 parts in familiar situations</p>



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	<p>Speaking: Use sentences of 4-6 words. Sing a large repertoire of songs and rhymes Begin to use social phrases Use talk to organise themselves and their play</p>	<p>Speaking: Use intonation to make meaning clear to others Start a conversation with peers and familiar adults and continue it for many turns Use simple conjunctions in talk to link thoughts ('and' 'because') Retell a simple event Recognise words that rhyme or sound similar Develop social phrases</p>
<p><u>Ongoing throughout the year:</u></p> <p>Learn new vocabulary Use new vocabulary in a variety of contexts Use new vocabulary through discussion and conversations Learn new rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding</p>		
<p>PSED</p>	<p style="text-align: center;"><u>Being me in my world</u></p> <p>Understand how it feels to belong and that we are similar and different start to recognise and manage my feelings Enjoy working with others to make school a good place to be Understand why it is good to be kind and use gentle hands Understand children's rights and this means we should all be allowed to learn and play Learn what being responsible means</p>	<p style="text-align: center;"><u>Celebrating differences</u></p> <p>Identify something I am good at and understand everyone is good at different things Understand that being different makes us all special Know we are all different but the same in some ways Talk about why I think my home is special to me Talk about how to be a kind friend Know which words to use to stand up for myself when someone says or does something unkind</p>
<p>PD</p>	<p style="text-align: center;"><u>Fine motor</u></p> <p>Letter join handwriting scheme, fine motor exercises to strengthen hand muscles, arm, shoulder, and improve pencil grip</p>	<p style="text-align: center;"><u>Fine motor</u></p> <p>Letter join handwriting scheme, fine motor exercises to strengthen hand muscles, arm, shoulder, and improve pencil grip</p>



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Handwriting

Teaching of handwriting patterns

Developing good posture writing:

- sitting up at a table with the chair tucked in
- use non-writing hand to steady the page
- page should be slightly titled

Circles and spirals; Lines and Diagonals; Jellies and Zig-Zags; Loopies and Waves;

Handwriting

Handwriting patterns will be taught in groups where they have a similar main movement.

Developing good posture writing:

- sitting up at a table with the chair tucked in
- use non-writing hand to steady the page
- page should be slightly titled

Circles and spirals; Lines and Diagonals; Jellies and Zig-Zags; Loopies and Waves;

Gross motor

Core skills to be developed throughout the year in preparation for writing:

Balance – foot strengthening in preparation for balance work.

Walk on different parts of their feet (heels, toes, insides, outsides)

Walk along lines on the floor and change directions

Sit on floor and point toes up and down, making circles with ankles

Stamp feet whilst marching up and down

Strength

Developing shoulder/hip muscle strength by:

- 4-point kneeling press ups
- Laying face down with arms and legs out straight and gently lifting arms off floor (banana position)
- Standing straight, arms by sides and jumping into a star position

Developing shoulder/hip joint stability by:

- Pulling own weight along a bench
- Pushing up against a wall
- Painting with a roller or large paint brush on an outside vertical surface

Gross motor

Core skills to be developed throughout the year in preparation for writing:

Balance – static balance (stationary)

Hold stork balance for 5 seconds on alternate legs

Hold 4-point kneeling balance on 2 hands and 2 knees

Hold high kneel balance

Strength

Developing shoulder/hip muscle strength:

- Increased repetitions of 4-point kneeling press ups
- Lying face down with arms and legs out straight and gently lifting both off floor (banana position)
- Bridging by lying on back in a sit up position, lifting hips directly off the floor
- Jumping into a star position and then jumping back straight

Developing shoulder/hip joint stability by:

- Pulling own weight along an inclined bench
- Increased repetition of push-ups against a wall
- Painting with an extended roller or large paint brush on an outside vertical surface



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Developing knowledge of left and right in relation to their body

- Initially with a physical and verbal cue (eg. Touching right arm and instructing child to move 2 steps to the right)
- Progressing to recognition with just a verbal cue

Bilateral motor coordination

- Sitting on floor, lifting feet up and propelling around in a circle using arms

Spatial awareness

- Throwing bean bags into hoops placed at equal distances in front of them
- Running in and out of spaced hoops to put matching coloured bean bags in (eg. Red bean bags in red hoop)

Developing movement from left to right

- Lifting quoits off a bench with a hockey stick from left to right
- Pushing bean bags off a bench from left to right
- Rolling a ball to knock down skittles in a line from left to right
- Moving a ball along a bench from left to right
- Passing objects along a line of children from left to right

Bilateral motor coordination

- Sitting on floor, lifting feet up and propelling around in a circle using arms (3 times in one direction and then 3 in the other)
- Walking along a line, stepping on each bean bag (bean bags set up like stepping stones)

Spatial awareness

- Throwing bean bags into hoops placed at varying distances in front of them
- Jumping in and out of a line of equally spaced hoops

P.E.

Gymnastics

Develop the ability to move:
in different ways
around and on to equipment
under and onto equipment
over and onto equipment
through and onto equipment

Combine movements together whilst negotiating different equipment

P.E.

Dance

Create movements to music
Practise movements and join them together to create a motif
Practise and improve a dance motif
Work as a team to create a short dance
Remember and perform a dance
Evaluate and improve a short dance



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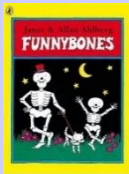
Literacy

Quality texts to support teaching & learning

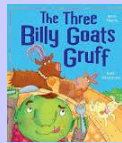
The Great Big Book of Families



Funny Bones



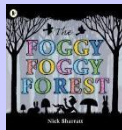
The Three Billy Goats Gruff



My Hair



The Foggy Foggy Forest



The Leaf Thief

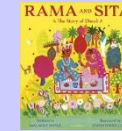


Pattan's Pumpkin



Quality texts to support teaching & learning

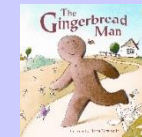
Rama and Sita



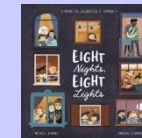
Little Glow



The Gingerbread Man



Eight Nights, Eight Lights



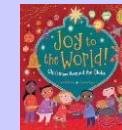
The Christmas Story



Dear Santa



Joy to the world





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Writing progression

Emergent writing:

Aware that writing communicates meaning
Give meaning to marks they make
Understand that thoughts can be written down
Attempt to write their name copying it from a name card or from memory

Composition:

Use talk to link ideas, clarify thinking and feelings
Understands that thoughts and stories can be written down

Spelling:

Hear and say initial sound
Orally segment sounds in VC and CVC words
Develop grapheme phoneme correspondence - identify taught graphemes on a mat

Handwriting:

Know that print carries meaning and in English, is read from left to right and top to bottom
Copy simple and increasing complex handwriting patterns (lines, circles, zigzags, waves, spirals)

Phonics

Consolidate aspects of **Phase 1** – identifying rhythm, rhyme and alliteration

Phase 2:

Children will learn graphemes/phonemes in the following sets based on the ELS Phonics Scheme:

s, a, t, p i, n, m, d g, o, c, k ck, e, u, r ss, h, b, f, ff, l, ll

Learn to read and spell the Harder to Read and Spell words: a, l, the, put, of, is, to, go, into, pull, as, his.

Writing progression

Emergent writing:

Mimic adult writing behaviour in their role play (writing on a whiteboard, writing messages, shopping lists)
Make marks and drawings with increasing control
Use some recognisable letters and own symbols in their own writing
Write letters and strings, sometimes in clusters like words
Write own name

Composition:

Orally compose a simple caption or label and hold it in their own head

Spelling:

Write correct grapheme for given taught phonemes (refer to phonic teaching sequence)

Identify initial sound

Spell VC words

Spell CVC words using magnetic letters

Spell taught common exception words (refer to teaching phonic teaching sequence)

Handwriting:

Form taught letters correctly (refer to handwriting teaching sequence)

Phonics

Phase 3:

Children will learn graphemes/phonemes/digraphs in the following sets based on the ELS Phonics Scheme:

j, v, w, x y, zz, qu, ch sh, th, ng, nk ai, ee, igh, oa

Learn to read and spell the Harder to Read and Spell words: he, she, buses, we, me, be, her, has, push, was.



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Writing opportunities

Shopping lists in role play
Doctor notes in role play
Labelling body
Recipes
Speech bubbles for funny bones
Writing a list on an autumn walk
Labelling houses
'My family' book making
Labelling models they have made

Writing opportunities

Writing a list for a birthday party
Sequencing gingerbread man recipe
Letter to Father Christmas
Christmas lists
Retell story of Rama & Sita
Halloween potions
Creating Christmas party tickets
Labelling models that they have made

Reading progression

Comprehension:

Listen and enjoy sharing a range of books
Hold a book correctly, handle with care and turn pages from front to back
Recognise front and back cover
Know that print carries meaning and English is read from left to right and top to bottom
Know the difference between text and illustrations
Enjoy joining in with rhyme, songs and poems
Join in with repeated refrains and key phrases

Word reading:

Recall and sequence 3 environmental/instrumental sounds
Orally blend and segment CVC words
Orally discriminate the initial sound (phoneme) of a word
Recognise the taught graphemes by sight (see phonics progression) and identify the phoneme (sound) they make
Begin to segment and blend for reading CVC words containing the taught graphemes/phonemes
Read most of the harder to read and spell words by sight (a, l, no, put, is, the, go, to,)

Reading progression

Comprehension:

Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories
Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations
Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts
Sequence two events from a familiar story, using puppets, pictures from book or role-play

Word reading:

Recognise the taught graphemes by sight (see phonics progression) and identify the phoneme (sound) they make
Segment and blend CVC words for reading
Identify that short captions can be broken down into 2 or 3 individual words for reading
Segment and blend for reading short captions (2 or 3 words)
Read most of the harder to read and spell words by sight (a, l, no, go, to, the)



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Reading for pleasure



Reading for pleasure





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Maths

Quality texts to support teaching & learning

The Button Box- sorting and matching



A Squash and a Squeeze – comparing size



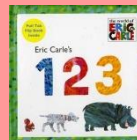
How much does a ladybird weigh? – comparing mass



Simon Sock - patterns



1,2,3 to the Zoo – numbers to 3



The Huey's in None the Number – numbers to 3

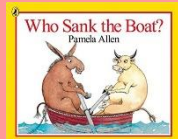


Quality texts to support teaching & learning

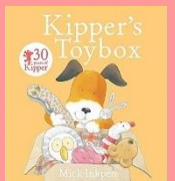
The Very Hungry Caterpillar – counting to 5



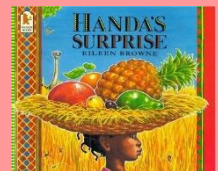
Who sank the boat? – counting to 5



Kipper's Toybox – counting to 5



Handa's Surprise – one less



How Many Legs? – number bonds





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Baseline assessment
Match and sort objects
Understand and use the language of same and different
Compare size, mass, and capacity – big/little, long/short, heavy/light, full/empty
Identify, copy, continue and create a simple repeating pattern
Recognise and understand the concept of the numbers 1-5 to include:
-rote counting
-representing numbers to 5 in different ways (dice formations, objects, fingers...)
-ordering numbers

Count up to 5 objects
Identify 1 more /1 less with numbers to 5
Compare numbers to 5 using the language of more than, less than, fewer and equal to
Represent number bonds to 2, 3, 4, 5

Ongoing throughout the year

Develop confidence in using manipulatives and pictorial representations
Develop confidence in using five frames, numicon and part whole models
Subitising amounts up to 5 and being exposed to amounts in regular and irregular formations

Skills for counting:

Counting sets of objects which can be moved
Counting objects in regular and irregular arrays
Counting objects which can be touched but not moved
Counting objects which can be seen but not touched
Counting sounds and physical movements
Counting out objects from a set

*Planning to follow our school CPA approach to learning new concepts (concrete – pictorial – abstract)



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UTW	<p>Family and community: Talk about members of their family and people who are special to them Talk about some of things they do with family and places they have visited Begin to make sense of their own life-story and family history Identify similarities and differences between their family and that of others Talk about other families across the world Put events in their life in chronological order Understand the ways they have changed</p> <p>Ourselves: Identify, name and talk about different parts of their body Identify basic similarities and differences between themselves and others Talk about how they have changed since they were a baby</p> <p>Changing seasons: Identify changes within the environment, weather & animals Talk about why things happen – leaves falling from trees, squirrels collecting nuts...</p>	<p>Celebrations: Talk about their family customs and routines Identify and talk about special events in their own lives Use the language of time when talking about past/present events in their own lives Understand special times are celebrated in different ways Recognise and respect that people have different beliefs Understand that some places are special to members of their community Identify some similarities and differences between life in this country and life in other countries</p>
Computing	<p style="text-align: center;">Information Technology (Data and Information) Skills/Knowledge</p> <p>Identify a chart Sort physical objects, take a picture and discuss what they have done Present simple data on a digital device</p>	<p style="text-align: center;">Digital Literacy (Online Safety, how to stay safe online) Skills/Knowledge</p> <p>Recognise some ways in which the internet can be used to communicate and find things out (relationships and information) Describe ways that people can be unkind online (bullying) Talk about how to keep information private (privacy) Recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody if it will make me feel sad, embarrassed or upset (Self-image & identity) Talk about trusted adults and sharing information (Privacy) Identify and give examples of rules that help keep us safe and healthy in and outside of home when using technology (Privacy) Know that work I create belongs to me (copyright/ownership)</p>



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EAD – including artists

Picasso – portraits

Book: Luna loves art

Media and tools:

Pencils
Poster paint
Fine line black pens
Oil pastels
Tin foil

Skills:

Draw through observation
Draw with increasing complexity and detail
Select the correct colours
Use a range of brush sizes appropriately
Work collaboratively
Build on previous learning to develop their ideas

Opportunities & experiences:

Picasso – portraits
Painting portraits
Pen portraits
Collage portrait
Collaborative portraits with oil pastels
Body sculptures using foil

Pollock – expressing & experimenting with colour

Book: Jackson Pollock splashed paint and wasn't sorry
Mix it up!

Media and tools:

Powder paint
Poster paint
Straws
Marbles
Brooms

Skills:

Explore and use colour expressively
Use colour for a purpose including to represent mood and emotions
Mix powder paint
Create art work on a large scale
Investigate secondary colours through colour mixing

Opportunities & experiences:

Firework art
Diwali patterns
Diwali cards
Christmas cards
Diva lamp
Marble painting
Blow painting with straws
Splatter painting
Broom painting
Painting on tinfoil