FOCUS FOR ONGOING LEARNING ELG

Twin Oaks Primary School

Twin Oaks
Primary School

Reception Curriculum Map

FOCUS FOR ONGOING LEARNING ELG

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	ALL ABOUT ME AND AUTUMN All about me – photos Owl Babies, farmer duck, little red hen,Rosie's walk etc. AutumnHarvestFamily Growing up – generations	CELEBRATIONS & WINTER Autumn Stick Man Winter Arctic Lost and Found Snow Bears/PenguinsBonfire Night Christmas/Father Christmas storyChristmas around the world	TRADITIONAL TALES Lunar New Year Cinderella, 3 little pigs, Goldilocks, little red riding hood, Jack and the bean stalk, The Gingerbread man etc.	PEOPLE WHO HELP US Pancake Day, Easter, Lent Police, firefighters, nurses and doctors, teachers, ambulance etc. Planting/Gardening/Spring	GROWING Life cycles – Frogs/butterfly/plants etc Local Area Planting/Gardening	A BRAVE CRASH AND A SPLASH! Summer holidays (past and present)Hot places Rockpools Mermaids Superheroes Vehicles- past +present
Communication and Language (Listening and attention, understanding and speaking)	Understand how to listen carefully and why listening is important. Engage in story times. 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.	Ask questions to find out more andto check they understand what hasbeen said to them. Develop social phrases Engage in story times. Make comments about what theyhave heard and ask questions to clarify their understanding. Hold conversation when engaged inback-and-forth exchanges with their teacher and peers.	Articulate their ideas and thoughts inwell-formed sentences. Connect one idea or action to anotherusing a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Listen to and talk about stories to build familiarity and understanding.Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary fromstories, non-fiction, rhymes	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and somein their own words. Use new vocabulary in differentcontexts. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

FOCUS FOR ONGOING LEARNING ELG

			Participate in small group, class andone-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings abouttheir experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling andsupport from their teacher.		and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from theirteacher.	
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate behaviouraccordingly. Work and play cooperatively and take turns with others Give focused attention to what the teacher says Self-Regulation Managing Self Building Relationships		Show resilience and perseverance in theface of challenge. Identify and moderate their ownfeelings socially and emotionally. Be confident to try new activities Manage own basic hygiene and personal needs. Self-Regulation Managing Self Building Relationships	Show understanding of their own feelings and those of others, and beginto regulate their behaviour accordingly Set and work towards simple goals Confident to try new activities, Explain the reasons for rules Manage own basic hygiene andpersonal needs Self-Regulation Managing Self Building Relationships	Think about the perspectives of others. Manage their own needs. Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals Confident to try new activities, Explain the reasons for rules Manage own basic hygiene andpersonal needs Self-Regulation Managing Self Building Relationships	Show sensitivity to their own and to others' needs Be confident to try new activities andshow independence, resilience and perseverance in thefaces of challenge Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions Self-Regulation Managing Self Building Relationships

FOCUS FOR ONGOING LEARNING ELG

JIGSAW - PSHE	Being Me in my World		Celebrating Difference	Dreams & Goals	Healthy me	Changing Me
Physical Development	Further develop the skills they need tomanage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop fine motor skills- holding pencilcorrectly, using scissors etc Gross Motor SkillsFine Motor Skills	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping,climbing. Develop fine motor skills- holdingpencil correctly, using scissors etc Gross Motor SkillsFine Motor Skills	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engagingin activities that involve a ball. Develop fine motor skills Gross Motor Skills Fine Motor Skills	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Gross Motor SkillsFine Motor Skills	Combine different movements withease and fluency Develop the foundations of a handwriting style which is fast,accurate and efficient. Gross Motor SkillsFine Motor Skills	Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Gross Motor SkillsFine Motor Skills

FOCUS FOR ONGOING LEARNING ELG

	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. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility PE with Martin Autumn 1: Body Management Autumn 2:Gymmnastics Spring1: Dance Spring 2:Manipulation and coordination Summer 1:Speed, agility, travel Summer 2:Cooperate and solve problems.					
Literacy Comprehension, wordreading, Writing	Read individual letters by saying thesounds for them. Demonstrate understanding of what hasbeen read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) keyevents in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in thealphabet	Blend sounds into words, so that they can read short words made upof known letter-sound correspondences. Demonstrate understanding of whathas been read to them by retelling stories and narratives using their own words and recently introducedvocabulary. Anticipate (where appropriate) keyevents in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction,rhymes and poems and during role play. Say a sound for each letter in thealphabet	Read some letter groups that each represent one sound and say soundsfor them. Read a few common exception words matched to the school's phonic programme. Demonstrate understanding of what has been read to them by retelling stories and narratives using their ownwords and recently introduced vocabulary. Anticipate (where appropriate) keyevents in stories. Use and understand recently introduced vocabulary during	Read simple phrases and sentences madeup of words with known letter–sound correspondences and, where necessary, afew exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words andrecently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced	Form lower-case and capital letterscorrectly. Spell words by identifying the sounds and then writing the soundwith letter/s. 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) keyevents in stories. Use and understand recently introduced vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play.	Write short sentences with words withknown letter-sound correspondences using a capital letter and full stop. Re-read what they have written to checkthat it makes sense. 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) keyevents in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

FOCUS FOR ONGOING LEARNING ELG

	Write recognisable letters, most of whichare correctly formed.	Read words consistent with their phonic knowledge by sound-blending. Write recognisable letters, most ofwhich are correctly formed.	discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with theirphonic knowledge, including some common exception words. Write recognisable letters, most ofwhich are correctly formed. Spell words by identifying sounds in them and representing the sounds witha letter or letters.	vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in themand representing the sounds with a letter or letters.	Read words consistent with theirphonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with theirphonic knowledge, including some common exception words. Write simple phrases and sentencesthat can be read by others.	Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and booksthat are consistent with their phonic knowledge, including some common exception words. Write simple phrases and sentences thatcan be read by others.
Phonics	**RWI Set 1**	**RWI 1**	**RWI streaming Set 1 and 2**	**RWI streaming Set 1 and 2**	**RWI streaming Set 1 and 2**	**RWI streaming Set 1, 2 & 3**
Mathematics	WHITE ROSE + NUMBER BLOCKS Matching. Sorting & Comparing	WHITE ROSE + NUMBER BLOCKS Representing 1,2,3,4,5 Comparing 1,2,3,4,5	WHITE ROSE + NUMBER BLOCKS Introducing zero	WHITE ROSE + NUMBER BLOCKS Numbers 7, 8, 9 Making pairs.	WHITE ROSE + NUMBER BLOCKS Building Numbers beyond 10	WHITE ROSE + NUMBER BLOCKS Doubling Sharing & grouping

FOCUS FOR ONGOING LEARNING ELG

	Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.	Composition of 1,2,3,4,5 Formation of 1,2,3,4,5 Circles and triangles Positional language One more and less Shapes with 4 sides. Time- night and day	Comparing numbers to 5 Composition of 4 & 5 Comparing Mass Comparing Capacity Number 6, 7, 8 Making pairs, pairs wise, Doubles Combining 2 groups Length, height. Time	Combining groups Building 9 & 10 Comparing number to 10 Bonds to 10 3D shapes Pattern.	Counting patterns beyond 10 Spatial reasoning, match, rotate, manipulate Adding more Taking away Spatial reasoning Compose and decompose	Even and Odd Spatial reasoning Visualise and build Deepening Understanding patterns and relationships Spatial reasoning Mapping
French (Language Angels)	Greetings (SO)	Greetings (SO)	Colours and Numbers (S)	Colours and Numbers (S)	Transport (SO)	Transport (SO)
Understanding the World	Talk about members of their immediatefamily and community. Talk about the lives of people around them and their roles in society. Name and describe people who arefamiliar to them. Know some similarities and differencesbetween in the past and now. Explore the natural world around them.,making observations and drawing pictures of animals and plants. Important changes and Seasons The Natural World	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world aroundthem., making observations and drawing pictures of animals and plants. Understand the important processesand changes in the natural world around them, including seasons andchanging states of matter The Natural World People, Culture and CommunitiesPast and Present	Recognise some environments that are different to the one in which they live. Similarities and differences between the natural world around them and contrasting environments, drawing ontheir experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. The Natural World People, Culture and CommunitiesPast and Present	Understand that some places are specialto members of their community. Describe immediate environments Similarities and difference between different religious and cultural communities Explain similarities and differences between life in this country and life inother countries. Draw information from a simple map. The Natural World People, Culture and CommunitiesPast and Present	Explore the natural world aroundthem. Draw information from a simplemap. Similarities and differences between the natural world around them andcontrasting environments Understand the important processesand changes in the natural world around them, including seasons and changing states of matter The Natural World People, Culture and CommunitiesPast and Present	Comment on images of familiarsituations in the past. Compare and contrast characters fromstories, including figures from the past. The Natural World People, Culture and CommunitiesPast and Present

FOCUS FOR ONGOING LEARNING ELG

	People, Culture and Communities Past and Present					
	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.					
Expressive Arts and Design	Develop storylines in their pretend play. Creating with Materials Being imaginative Charanga Music Unit: Me!	Sing in a group or on their own, increasingly matching the pitch andfollowing the melody. Creating with Materials Being imaginative Charanga Music Unit: My Stories	Return to and build on their previous learning, refining ideas and developingtheir ability to represent them Creating with Materials Being imaginative Charanga Music Unit: Everyone!	Create collaboratively sharing ideas,resources, and skills. Creating with Materials Being imaginative Charanga Music Unit: Our World!	Listen attentively, move to and talkabout music, expressing their feelings and responses. Children will tear different types of paper to create collage. Creating with Materials Being imaginative Charanga Music Unit: Big Ber Funk!	Watch and talk about dance and performance art, expressing their feelingsand responses Creating with Materials Being imaginative Charanga Music Unit: Reflect, Rewind and Replay
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					

Language Angels key

Key	
SO	Starting Off
MO	Moving On
MU	Moving Up
E	Early Language
I	Intermediate
P	Progressive
X	Extra Teaching