









**Whipton Barton Federation Curriculum Map Reception**

RECEPTION CURRICULUM MAP						
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	<b>Emergency!</b> 	<b>Superheroes</b> 	<b>Twisted Tales</b> 	<b>Poles Apart</b> 	<b>Into the Park We Go!</b> 	<b>Happy, Healthy Me!</b> 
<b>Talk Through Stories</b>	<i>Emergency</i> by Margaret Mayo  <i>Firefighter</i>  <i>Doctor</i>  <i>Police Officer</i>  <i>Super Daisy</i> by Kes Gray  <i>Super Duck</i> by Jez Alborough	<i>Lighting a Lamp A Diwali Story</i>  <i>Sparks in the Sky</i>  <i>Zippo The Super Hippo</i> by Kes Gray  <i>Supertato</i> by Sue Hendra  <i>Supertato Evil Pea Rules</i> by Sue Hendra  <i>Pudsey's Great Fundraiser</i>	<i>The Three Little Pigs</i>  <i>Pigs Might Fly</i> by Jonathan Emmett  <i>Goldilocks and the Three Bears</i>  <i>A Chair for Baby Bear</i> by Kaye Umansky  <i>The Enormous Turnip</i>  <i>The Giant Carrot</i>	<i>All Aboard the Bobo Road</i> by Christopher Corr  <i>A Dot in the Snow</i> by Corrinne Averiss  <i>One Day on Our Blue Planet in the Savannah</i> by Ella Bailey  <i>One Day on our Blue Planet in the Ocean</i> by Ella Bailey	<i>After The Storm</i> by Nick Butterworth  <i>The Secret Path</i> by Nick Butterworth  <i>One Springy Day</i> by Nick Butterworth  <i>The Bumpy Ride</i> by Nick Butterworth  <i>The Treasure Hunt</i> by Nick Butterworth  <i>Sweet Dates to Eat: A Ramadan and Eid Story</i>	<i>Oliver's Vegetables</i> by Vivian French  <i>Eat Your Greens Goldilocks</i> by Steve Smallman  <i>The Healthy Wolf</i> by David Bedford  <i>Fussy Freda</i> by Julia Jarman  <i>Daisy Eat Your Peas</i> by Kes Gray



				<p>Poles Apart by Jeanne Willis</p> <p>Hope and Life: An Easter Story</p>		<p>The Frog Olympics by Brian Moses</p>
<p><b>Vocabulary</b></p>	<p>Emergency; Siren; Launch; Flashing; help</p> <p>Equipment; Flames; Crew; Protect; safe</p> <p>Doctor; Receptionist; x-ray; stethoscope; patient</p> <p>Police station; Uniform; Patrol; crime; festival</p> <p>Serious; Stronger; Fiercer; Smarter; Groaned</p> <p>Beautiful; Steer; Refuses; Yell; Crash</p>	<p>Temple; Prayers; Exchange; Festival</p> <p>Cosy; Bonfire; Sparks; Spun; erupted</p> <p>Plodding; Flapped; Squashed; Steep</p> <p>Snuck up; Vanished; Crime; Leaped; Strength</p> <p>Throne; Escaped; Peril; Crafty / craftiest; Hero</p> <p>Sponsor; Donate; Successful; defeated</p>	<p>Howled/howling; roared; squealed; gasped; leapt</p> <p>smart; disguise; magnificent; sneaked; furious</p> <p>Peeped; Fright; Growled; Scampered; Tiptoed</p> <p>Mend; Disappointed; Grand; Perfect</p> <p>Vast; Heave; Swell; Baffled; Delved</p>	<p>Luggage; Passengers; Enormous; Mysterious</p> <p>Hard; Soft; Sank; ridge</p> <p>Creatures; Chases; Precious; prey</p> <p>Weaves; Vast; Discovers; graceful</p> <p>Enormous; Mistake; Adventure; delight</p> <p>Church; Sticky; Parade; hope</p>	<p>Storm; Damage; Gloomy; Repairs; Gathered</p> <p>Maze; Entrance; Surprise; Secret; Centre</p> <p>Tipped; Giggled; Trail; Team work; sticky</p> <p>emerged, struggled, workshop,</p> <p>lever, astonishment,</p> <p>Hunt; Clues; Hurried; Peckish; chased</p> <p>Ramadan</p>	<p>Grow; Complaints; Crinkly; Helpings; Peel</p> <p>Temper; Healthy; Snack; Steaming; Curly</p> <p>Lunged; Nearer; Determined; Horrified; Sparkled</p> <p>Fussy; Recipe; Tempt; Shrink; Dread</p> <p>Sighs; Ganging up; Midnight; Factories; Stacked</p> <p>Audience; Ditch; Olympics; Medals; Skilful</p>



			Giant; Stuck; Proud; Tugged			
<b>Themed Learning</b>	<p>Learning about people in the community e.g. police, fire service etc.</p> <p>Comparing and contrasting emergency vehicles in the past and present.</p> <p>Art – drawing Daisy.</p> <p>DT – exploring clay.</p>	<p>DT - Baking biscuits.</p> <p>Exploring the properties of materials e.g. waterproof</p> <p>Learning about the ways in which Hindus celebrate Diwali.</p> <p>Learning about different places of worship.</p> <p>The Nativity Story and learning about the ways in which Christians celebrate Christmas.</p>	<p>Exploring the natural world in the school environment.</p> <p>Learning about Spring and how the changing seasons effect the world around us.</p> <p>DT – making a chair for baby bear.</p> <p>Seeds to plants – learning about growing sunflowers.</p>	<p>Recognising similarities and differences between life in the UK and in other countries.</p> <p>Comparing environments in the UK and in other countries.</p> <p>Learning about the ways in which Christians celebrate Easter.</p>	<p>Drawing information from simple maps.</p> <p>Learning about the ways in which Muslims celebrate Ramadan and Eid.</p>	<p>Healthy and Unhealthy foods.</p> <p>Healthy lifestyles.</p> <p>Keeping safe in the sun.</p>
<b>Unit Hook</b>	Police Visit	Supertato Treasure Hunt	Goldilocks – Porridge Making	Animal Visit	Gardening	Fruit and Vegetable Tasting
<b>Enrichment Opportunity</b>	Police and Nurse Visits	Trip to a church	Forest School	Plymouth Aquarium	Wildlife Trust Visit	Bike Riding with Whizz Kids
<b>Early Reading and Phonics</b>	<p>Phase 2 graphemes</p> <p>Tricky Words</p>	<p>Phase 2 graphemes</p> <p>Tricky Words</p>	<p>Phase 3 graphemes</p> <p>Tricky Words</p>	<p>Phase 3 graphemes</p> <p>Consolidation of tricky words</p>	<p>Phase 4</p> <p>Tricky Words</p>	<p>Phase 4 graphemes</p> <p>Consolidation of tricky words</p>



<b>SMSC</b>	Federation Choices	Federation Choices Bonfire Night Christmas Fundraising for charity	Federation Choices	Federation Choices Easter Comparison of children in other parts of the world and UK	Federation Choices Ramadan and Eid	Federation Choices Transition into KS1 Healthy Lifestyles
<b>Maths</b>	Match, sort and compare Talk about Measure and Patterns It's me 1, 2, 3	Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6, 7, 8	Length, Height and Time Building 9 and 10 Explore 3-D shapes	To 20 and Beyond How many now? Manipulate, compose and decompose	Sharing and Grouping Visualise, build and map Make Connections
<b>P. E</b>	Body Management	Dance	Gymnastics	Speed, Agility and Travel	Manipulation and Coordination	Cooperate and Solve Problems
<b>Continuous Provision</b>	<p>Our long-term plans detail the resources and learning opportunities available throughout the year in each of our areas of continuous provision.</p> <p>In Reception, we plan enhancements of the key areas of learning through our weekly Cotton Reel Challenges. Enhancements are made to provide children with the opportunity to practise and enhance their skills and knowledge in Literacy, maths, fine motor, gross motor and Understanding the World.</p>					
<b>Key Concepts: PSHE</b>	<p>Children develop their understanding of PSHE from the onset of nursery, not only through their everyday learning, but through carefully planned PSHE and SMSC themed stories in their Talk Through Stories sessions, independent and guided learning opportunities and, in Reception, through the SMSC assemblies. Children are encouraged and supported to follow our Federation Choices and live by the British Values which underpin the curriculum. Throughout their time in Early Years, children have the opportunity to consider their own views and opinions and they are encouraged to consider those of others. For example, they vote for end of day stories; they talk about what fruit they would like at snack time and that others may choose something different; and they give their opinions about the characters in stories they have read and discuss how they might have different opinions of whether the characters are nice or nasty or helpful or unhelpful. Through stories such as 'Families, Families, Families', 'Amazing' and 'The Proudest Blue' they learn about differences between themselves and others. Throughout EYFS, the children are encouraged to develop our core values of excellence, bravery and citizenship. Throughout their PE lessons, they begin to understand about the importance of physical health and in the Summer term, they learn about healthy eating as an important factor in their own growth and development. Each and every session is designed by the nature of its delivery and routine, to support children to strengthen their relationships, self-awareness, self-confidence and to develop skills in managing their own feelings and behaviour, making them more mindful of the feelings of their peers.</p>					



<p><b>Key Concepts: Science</b></p>	<p>Throughout their Reception year, children are exposed to core scientific principles, they are encouraged to question the world around them and talk about the observations they make. For example, children are exposed to problems like "which materials would be good for bear to wear if he went splashing in the rain?" The activity encourages children to think in a scientific way – What are we trying t/o find out? What shall we do to do to test the materials? Which materials do you think would be good/bad? Explain your thoughts on that? How can we make sure the test is fair? What did we find out? Introducing them to the principles of simple test from an early age ensure that children learn to develop the skills of observations, predictions, critical thinking and discussion. In the Early Years the desire to explore and investigate is fostered through CP and adult led activities, with area such as exploration or interest trays set up in the environment. The Early Years curriculum is planned to ensure that children are exposed to a variety of science topics which include, classify different animals, growing plants from seeds, life cycles of plants and animals (observing in real time the life cycle of a butterfly and a frog), seasons and changing states of matter. Science is both taught during CP and topic time, but is also integrated into most 'Talk Through Stories' texts that we teach. An example of this would be during our Superhero topic when we read the book 'Supertato, The Return of Evil Pea'. In this story Evil Pea escapes from the freezer and freezes the whole of the supermarket. Throughout the week of reading this book, activities around the classroom include finding out the quickest way to melt ice, investigating where in the classroom is the best place for the ice to melt and thinking about how we can break the ice. Using the story also offers opportunities to discuss some of the illustrations in the book such as 'Why are the red chillies rubbing themselves onto the ice? – a great response from a child at this point was "Because chillies are hot and hot things melt ice"'. </p>										
<p><b>Key Concepts: History</b></p>	<p>Children in our Reception classes begin to learn the concept of history as they develop an awareness of past events in their own lives. Throughout the year they remember special events such as their birthdays and other significant times such as celebrations at Christmas, Easter, Bonfire Night and Eid. Children are introduced to the concept of a timeline as they look closely at how things change over time including plants, animals and the chronology of their own lives by thinking about how they are changed since they have been born.</p> <p>In our 'Emergency' at the beginning of the year we look and discuss how emergency vehicles have changed over time. We look closely at pictures and discuss together what we can see that is the same or different and what are the main changes that have occurred over time. For example, when looking at pictures of different fire engines we discovered that people used to have to push them to the fire and then pump the water onto the fire using small buckets. Pictures and objects from the past often fascinate children in the Early Years and offer them a chance to understand the concepts of change and continuity.</p>										
<p><b>Key Concepts: RE</b></p>	<p>Children in our Reception classes are prepared for future RE learning through their everyday curriculum. As they learn alongside each other, they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions, articulate their ideas and listen to others' opinions and beliefs in a respectful manner. Throughout the year, children discuss their families and special events in their lives; they share how they celebrate events and begin to understand that there are differences between the way in which families live. They look at what makes them unique and what makes their friends just as unique. Through the year they have focus weeks on religious celebrations from a variety of religions. Through linked texts, they learn about special stories, dress, customs and places of worship. In the second half of the Spring term, they learn about the lives of people in Africa and make comparisons to their own lives and way of living. Through SMSC assemblies children learn that different communities have different ideas, values and identities.</p> <table border="1" data-bbox="340 1150 2033 1383"> <thead> <tr> <th colspan="3">Books used to introduce children to key RE concepts during EYFS</th> </tr> <tr> <th>Religion</th> <th>Book</th> <th>Link to EYFS</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Christianity</td> <td>Dear Santa by Rod Campbell</td> <td rowspan="2">Continue developing positive attitudes about the differences between people</td> </tr> <tr> <td>Spot's First Easter by Eric Hill</td> </tr> </tbody> </table>	Books used to introduce children to key RE concepts during EYFS			Religion	Book	Link to EYFS	Christianity	Dear Santa by Rod Campbell	Continue developing positive attitudes about the differences between people	Spot's First Easter by Eric Hill
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		Norman the Slug Who Saved Christmas by Sue Hendra We're Going on an Egg Hunt by Laura Hughes Hope and Life An Easter Story	Understand that some places are special to members of the community.  Recognise that people have different beliefs and celebrate special times in different ways.
	Islam	The Proudest Blue by Ibtihal Muhammed  Sweet Dates to Eat A Ramadan and Eid Story by Jonny Zucker	Continue developing positive attitudes about the differences between people  Recognise that people have different beliefs and celebrate special times in different ways.
	Hinduism	Lighting a Lamp A Diwali Story by Jonny Zucker	Continue developing positive attitudes about the differences between people  Understand that some places are special to members of the community.  Recognise that people have different beliefs and celebrate special times in different ways.
	Buddhism	Lanterns and Firecrackers. A Chinese New Year Story by Jonny Zucker	Continue developing positive attitudes about the differences between people  Understand that some places are special to members of the community.  Recognise that people have different beliefs and celebrate special times in different ways.



<b>Key Concepts: Music</b>	Children in Early Years develop knowledge of sound, songs, music and instruments from the very beginning of nursery and throughout their time in the EYFS. They have continual access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. For example, the use of musical instruments in Maths lessons supports children's understanding of pattern and children learn dance as part of their PE lessons in Reception. In the Autumn term, Reception children learn to perform a range of songs and dances as part of their Nativity play.
<b>Key Concepts: Art</b>	Children in our Early Years classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged to express themselves freely by exploring and creating with a variety of materials, tools and techniques. They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely. In Autumn 1 of Reception as part of their 'Superhero' topic children learn to create line drawing of Super Daisy in the style of Nick Sharratt and in Autumn 2 they work in 3D to use clay to create a diva for Diwali. They have access to well resourced creative areas where they can choose the most appropriate resources for the effect they want to create.
<b>Key Concepts: DT</b>	Children in our EYFS classes begin to develop their understanding of Design and Technology from the very beginning. Through the safe use of scissors, paintbrushes, playdough modelling tools and construction, children learn 'the best tools for the job'. Children have access to well-resourced creative areas where they design and make their own models; it is here they discover the joys of PVA glue compared to a glue stick or masking tape compared to sticky tape. In the Spring term of Reception they design, make and evaluate their own chairs for baby bear, selecting the tools they need to join their components together.
<b>Key Concepts: Geography</b>	Children begin to develop their geographical understanding and vocabulary through Talk Through Stories texts as they learn that there is a world beyond their own doorstep. Through stories, role-play, small world play and visits, they begin to understand that there are other countries in the world, developing an early concept of biodiversity. For example, in the Spring term children learn about Burkina Faso - its weather, native animals and produce. They begin to develop other geographical skills, such as mapping, during their 'Percy the Park Keeper' topic where they create their own maps of Percy's park. First-hand experiences and learning outside in the natural environment help them learn about the importance of caring for our planet and lays the foundations for developing an understanding of physical and human geographical features of the world.
<b>Key Concepts: Computing</b>	Children in our EYFS classes learn to use technology in a responsible, competent and confident manner on a day-to-day basis during their independent learning through the use of iPads, Beebots and Microsoft Surfaces. Throughout their Reception year, children will begin to understand the scope of technology; using Google Earth to look at their local area and other countries around the world; using software to design and create art work; and using iPads to record their learning with photos and videos. The planned experiences and opportunities that the children encounter provided with them with firm foundations to build upon their knowledge and develop digital literacy for future learning.
<b>Key Concepts: PE</b>	Children are naturally physically active and our children continually develop their fundamental movement skills through their independent learning and, in Reception, through their weekly PE lessons. Carefully planned independent physical challenges, for example, holding yoga poses, using skipping ropes and obstacle courses, help children to develop agility, balance and coordination, individually and with others. The outdoor learning environment provides an excellent space for children to practise these skills so that as they move onto the next phase of their schooling, they are prepared to master them.