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| **Portobello Primary School Reception Curriculum Map 2022-23** |
|  | **AUTUMN 1 (7 Weeks)** | **AUTUMN 2 (8 Weeks)** | **SPRING 1 (6 weeks)** | **SPRING 2 (5 weeks)** | **SUMMER 1 (6 weeks)** | **SUMMER 2 (7 weeks)** |
| **Theme** | **My Friends, My Community and Myself!*****Who am I, where do I live and who keeps me safe?*** | **Animals of the world!*****Is there an animal for every letter of the alphabet?*** | **There’s something yummy in my tummy!*****What does it taste like?*** | **Hop Aboard!*****How shall we get there?*** |
| **Educational Visits****Enrichment Opportunities****Themed Days** | * Back to School
* Children meeting their buddies from Y6
* Harvest Festival
* Friendship Month
* Jeans for Genes Day
* Black History Month (UK, IRL & NL)
* Grandparents Day – lunch with a grandparent
* Possible visit from a dentist
 | * Guy Fawkes
* Bonfire/Fireworks Night (Possible visit from the fire brigade)
* Remembrance Day
* Diwali
* Road Safety Week (UK)
* Children in Need
* Anti-bullying Week
* Christmas Jumper Day
* Christmas Plays
* Christmas Party
* Christmas Fayre
* A trip to Washington Art Centre to see ‘The Three Bears at Christmas’
 | * NSPCC – Speak Out
* Penguin Awareness Day
* Chinese New Year
* RSPB Big Garden Watch
* National Story Telling Week - Birtley Library Visit
* Children’s Mental Health Week
* Random Act of Kindness Day (delivering cards to neighbours, recap on road safety)
* Safer Internet Day
* Lunch with buddies
* Valentine’s Day Disco
 | * World Book Day, story time with a grandparent
* International Women’s Day
* [British Science Week](https://littleowls-premium.com/british-science-week)
* [Red Nose Day](https://littleowls-premium.com/red-nose-day)
* [Global Recycling Day](https://littleowls-premium.com/global-recycling-day)
* [Mother’s Day (UK)](https://littleowls-premium.com/mothers-day)
* [World Oral Health Day](https://littleowls-premium.com/world-oral-health-day)
* [World Poetry Day](https://littleowls-premium.com/world-poetry-day)
* [World Water Day](https://littleowls-premium.com/world-water-day)
* [Ramadan](https://littleowls-premium.com/ramadan)
* World Autism Acceptance Week
* Bikeability
* A visit to Hall Hill Farm
* Living eggs
* Easter
* [Eid Al-Fitr](https://littleowls-premium.com/eid-al-fitr)
 | * A trip to Morrisons in Birtley to buy some food to cook
* [National Walking Month](https://littleowls-premium.com/national-walking-month)
* [Sun Awareness Week](https://littleowls-premium.com/sun-awareness-week)
* [*Kin*g’s Coronation](https://littleowls-premium.com/kings-and-queens-1)
* [International Nurses Day](https://littleowls-premium.com/international-nurses-day)
* National Numeracy Day
* Summer Safety – Safety Works Newcastle
 | * Using public transport (Bus/Metro/Ferry)
* [World Environment Day](https://littleowls-premium.com/the-environment)
* International Picnic Day – invite your family in for a picnic (links to Father/Male Role Model)
* [National School Sport Week (UK)](https://littleowls-premium.com/sport-and-pe-games)
* Sports Day
* Father’s Day
* [Insect Week](https://littleowls-premium.com/minibeasts)
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|  | * Home Corner
* Shu’s house from ‘On Sudden Hill’
* Launderette
* Spacecraft
* Ruby’s Classroom
* Dentist
 | * Fire Safety – selling fireworks/fire fighters
* Santa’s Workshop
* The Three Bears House
 | * Bird Watching Hut (Big Garden Bird Watch 2023)
* Arctic Role Play (Penguins at Edinburgh Zoo)
* Chinese Restaurant – Chinese New Year
* Valentines
 | * Farm shop
* Police Station – Linked to ‘What the Ladybird Heard’
* Easter
 | * Palace
* Café/Restaurant
* Gingerbread Man’s Kitchen
 | * Travel Agents
* Beach shop
* Fish and chip shop (at the beach)
* House for sale
 |
| **Role Play/Home corner** |
| **Core Texts (Main stories)** | * The Colour Monster
* Ruby’s Worry
* Snuffle Bunny
* Astro Girl
 | * On Sudden Hill
* Goldilocks and the Three Bears
* Stanley’s Sticks
 | * Blue Penguin
* Lost and Found
* Poles Apart
 | * Jack and the Beanstalk
* What the Ladybird Heard
* Information Texts on Chicks
 | * The Gingerbread Man
* Handa’s Surprise
* The Runaway Chapati
 | * The Train Ride
* Naughty Bus
* The Three Little Pigs (focus on which machines/vehicles you would need to build the houses)
* Transport information books
 |
| **Books that link to the topic** | * Here’s a Little Poem
* Anna Hibiscus’ Song by Atinuke
* Bog Baby
* Emily Brown and the Thing
* So Much
* Splash, Anna Hibiscus!
* The Girl with the Parrot on her Head
* My Very First Mother Goose
* 1, 2, 3 with Goose
* **Halloween:**
* Winnie the Witch
* Funny Bones
* Meg and Mog
* We’re Going on a Pumpkin Hunt
* Five Little Pumpkins
 | **December – Christmas/Winter Themed Books*** Hopscotch and the Christmas Tree
* Father Christmas Raymond Briggs
* The Snowman
* The Dinosaur that Pooped Christmas
* Rudolph’s Missing Antlers
* One Wild Christmas by Nicholas Oldland
* The Christmas Story: Experience the magic of the first Christmas by DK
* The Queen’s Present by Steve Antony
* Pete the Cat saves Christmas
* The Jolly Christmas Postman
 | * Books that link to the topic
* Billy’s Bucket
* The Old Woman and the Red Pumpkin
* The Everywhere Bear
* Brave Bear
* The Leopard’s Drum
* Oh No, GEORGE!
* Horray for fish
* Augustus and his smile
* Lola gets a cat
* Surprising Sharks
* Yucky Worms
* Beware of the crocodile
* Our very own dog
* Hickory Dickory Dog
* Puffin Peter
* One Mole Digging a Hole
* 1, 2, 3, to the Zoo
* One Night in the Zoo

**Spring 2:****Easter Stories** | * Grandpa Garden
* I will not ever NEVER eat a tomato
* The very hungry caterpillar
* Ten Fat Sausages
* Nibbles Numbers
 | * Information books on vehicles and transport
 |
| **Songs and Rhymes** | **Traditional Rhymes*** Head, shoulders… 1,2,3,4,5 once I caught
* Tommy Thumb
* If you’re happy and you know
* Incy Wincey spider
* Jack and Jill
* Hey diddle diddle
* There was an old lady

**Themed Songs*** Friends Song - The Singing Walrus
* Me! Super Simple Songs
* Something Special - Friends Song
* Let's Be Friends by London Rhymes
* Will You Be a Friend of Mine Song for Kids - The Kiboomers

**Autumn*** 5 Autumn leaves
* Dingle, Dangle scarecrow
* Remember, Remember
 | **Christmas*** Nativity sings
* Carols
* Twelve days of Christmas
* SANTA is his name O
* 1 little, 2 little, 3 little elves
* Jingle Bells
* Frosty the snowman
* I’m a little snowman
* We wish you a Merry Christmas
 | **Traditional Rhymes*** Weather themed poems
* Dr Foster
* It’s raining, it’s pouring
* When bear went over the mountain
* When Goldilocks went to
* Little Bo peep
* Mary had a little lamb

**Themed Songs*** Animal Sounds Songs - Super Simple Songs for Kids
* Old McDonald
* The farmer’s in his den
* ABC Song - Animal Safari

**Easter Songs****Songs about new life** | * Miss Polly
* Hot cross buns
* She sells sea-shells

**Themed Songs*** On top of spaghetti all covered in cheese
* Pizza Hut song
* I like to eat – Super Simple Songs
 | * The Grand old Duke of York
* Sing a song of sixpence
* Old King Cole
* There was a princess long ago
* The wheels on the bus Down by the station
* A pirate went to sea, sea
* Wheels on the bus

**Themed Songs*** We All Go Traveling By - Barefoot Books Singalong
* Dump Truck Disco - Barefoot Books Singalong
* Driving in My Car - Super Simple Songs
* Transportation Song - The Singing Walrus
* Alphabet Transport -ABC Transportation Song for Kids - Learn Vehicles, Phonics and Alphabet ABCs
 |
| **Stay and Play Focus/Links with Parents** | * Meet the Teacher
* Little Wandle welcome meeting
* Lunch with a grandparent
* Parent Consultations
* SEN Meetings with parents
* Harvest Singalong
 | * Christmas Craft Day
* Christmas Performances
 | * Family Learning -Story Sacks Workshop
 | * Parent Consultations
* SEN Meetings with parents
* Read a book with a grandparent
 |  | * Reception Class Assembly
* Sports Day
* Transition Meetings- into Y1
 |
| **Communication and Language** | **Listening, Attention and Understanding** | * Listen to simple stories for short periods of time
* Engage in rhyming activities
* Understand and respond to questions with increasing accuracy
* Respond to two step instructions
* Talk ‘with’ and not just ‘to’ a peer
* Respond to questions from an adult as part of a conversation
 | * Engage in story sessions for longer periods of time
* Engage in rhyming activities and display an increasing awareness of rhyme
* Recall simple stories and develop awareness of story events
* Talk about the content of non-fiction books
* Ask questions to continue a conversation thread
 | * Listen attentively, for a sustained period of time
* Listen attentively to both fiction and non-fiction books
* Respond to what they hear by asking relevant questions or making relevant comments
* Engage actively in conversation with a range of familiar adults and friends
 |
| **Speaking** | * Look at and listen carefully to the person they are speaking to
* Begin to learn new topic vocabulary
* Wait for their turn to speak
* Speak in a full sentence using the correct tense and word order
* Begin to develop their own narratives
* Use talk to help work out problems and organise thinking and activities
* Learn rhymes, poems and songs
 | * Use new taught vocabulary in context
* Articulate their ideas and thoughts in well-formed complete sentences
* Use talk to help work out problems and organise thinking and activities.
* Retell a story, once they have developed a familiarity with the text
* Learn rhymes, poems and songs
 | * Confidently join in with small group and class discussions
* Demonstrate use of their newly learnt vocabulary without being prompted
* Use the correct verb tense when retelling a story or discussing an event
* Describe events in detail and the correct chronological order
* Use talk to help work out problems and organise thinking and activities
* Learn rhymes, poems and songs
 |
| **Personal Social and Emotional Development** | **Self-Regulation** | * Approach a safe adult when attention is required
* Put their hand up when wanting to contribute.
* Wait for their turn for resources
* Ensure that the task is completed before moving on, support from an adult could be included
* Follow simple one step instructions
 | * Show an awareness of emotional support requirements for others
* Begin to understand the effect that they can have on the emotions of others
* Begin initiating and negotiating sharing with their friends
* Complete a task without reminders for a short amount of time
* Follow simple two step instructions
 | * Regulate own behaviours in order to find solutions to conflicts
* Decide when to interrupt or to seek support from elsewhere
* Regulate themselves to wait until what they want is available
* Know when a task is completed before moving on
* Follow instructions involving several ideas
 |
| **Managing Self** | * Separate from their main carer happily and come into school independently
* Take coat on and off
* Learn and follow the school expectations in different contexts (lunchtime, outdoors, in the classroom)
* Use appropriate manners to ask an adult for help or to do something
* Communicate to an adult if they have had a toileting accident
 | * Try new activities
* Try again if they don’t succeed the first time
* Understand why we need rules and how they help to keep us safe
* Put coats and shoes on mostly independently
 | * Maintain focus for a longer period of time Change their approach to something to be able to succeed
* Notice if they or others break the rules and understand there will be a consequence
* Regulate own behaviours in order to find solutions to conflicts
 |
| **Building relationships** | * Play and learn alongside friends
* Separate from an adult when entering school without distress
* Have at least one friend whom they chose to play alongside
* Seek emotional support for themselves
* Put their hand up and not shout out when wanting to contribute
 | * Co-operate with another child to complete a task, whether child led or adult directed
* Interact with friends during unstructured times
* Happily, play and learn with the adults familiar to them in the setting to complete tasks
* Begin to listen to other children or groups and wait to have their turn to speak
 | * Co-operate with another child to complete a task
* Play alongside others, taking turns and solving conflict
* Initiate and respond to conversations from unfamiliar adults within school
* Regulate own behaviours in order to find solutions to conflicts
* Regulate themselves to wait until what they want is available
 |
| **Physical Development****(In Physical Education Lessons)** | **Introduction to PE: Unit 1*****(Links to story books)*** | **Fundamentals: Unit 1** | **Ball skills: Unit 1*****(Links to animals & mini beasts)*** | **Ball skills: Unit 2** | **Gymnastics: Unit 1** | **Dance: Unit 2** |
| **Introduction to PE: Unit 2*****(Links to everyday life)*** | **Fundamentals: Unit 2** | **Dance: Unit 1** | **Games: Unit 1** | **Games: Unit 2*****(Links to places in the world)*** | **Gymnastics: Unit 2** |
| **Gross Motor** | * Explore movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing
* Explore a range of equipment
* Be aware of people around them
* Be able to make large muscle movements with control.
* Confidently use a range of large apparatus
* Explore a range of ball skills including throwing, catching, kicking, passing
 | * Revise movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing
* Use a range of large and small apparatus with increasing confidence and control begin to develop strength and coordination
* Develop a range of ball skills including throwing, catching, kicking, passing
 | * Refine movement skills of rolling, walking, running and skipping, crawling, jumping, hopping and climbing
* Continue to develop strength and coordination
* Refine a range of ball skills including throwing, catching, kicking, passing
 |
| **Fine Motor** | * Create circle shapes
* Holds a pencil with a preferred dominant hand and pivot from shoulder to elbow
* Have increasing control when using an increasing number of tools
* Draw lines
* Write their name
* Start to make small cuts with scissors
* Use a fork and spoon to eat with and begin to use a knife
 | * Begin to use a range of tools with more accuracy
* Draw recognisable pictures
* Use a knife to cut their food
* Write their names forming the letters correctly
 | * Use a tripod grip to use a pencil effectively
* Write correctly formed pre-cursive letters Use scissors correctly to cut around a picture along the lines
* Use cutlery effectively including cutting food with a knife and fork
* Add more detail to drawings and pictures
 |
| **Comprehension** | * Understand that print has meaning and we read English text form left to right and from top to bottom
* Engage in story times
* Join in with predictable words, phrases and refrains
* Begin to answer simple questions about a familiar book/text orally
* Begin to listen to and talk about simple and topic related non-fiction books
* Retell a familiar story
* Sequence three pictures in order from a well-known story
* Identify the main characters in a familiar story/traditional tale
* Begin to make simple predictions about how the story might end
 | * Read and understand simple phrases and sentences
* Re-read books to build up their confidence in word reading and improve their understanding
* Engage in conversations about stories
* Join in with and continue predictable words and phrases
* Answer simple questions about a familiar book/text orally
* Read and understand phrases and
* sequence three pictures in order from a familiar story, using narrative language to retell the story Make predictions about how the story might end and how the story might develop
 | * Re-read books to build up their confidence in word reading and improve their fluency and their understanding Engage in extended conversations about stories, demonstrating the correct use of new vocabulary
* Retell a familiar story/traditional tale and include repeated words and phrases correctly
* Answer simple questions about a familiar book/text in shared or independent reading
* Sequence more than three pictures in order, using narrative language and new vocabulary to retell the story
* Make detailed predictions about how the story might end
 |
| **Writing** | * Copy write name correctly and begin to write it from memory
* Begin to form lower-case letters correctly as they learn the phonemes
* Write CVC words by segmenting the phonemes and then writing the graphemes
* Understand that a sentence is a complete thought that makes sense
* Compose a sentence orally and begin to write it down
* Represent initial phonemes correctly
* Copy write common high frequency words
 | * Write full name from memory
* Form lower-case letters accurately when copying
* Write CVC words containing (taught phoneme/graphemes)
* Compose a simple sentence orally and hold it (with support), remembering what they are going to write.
* Begin to use a capital letter at the start of a sentence and full stop at the end
* Begin to re-read their sentence to check for sense
* Copy write common high frequency words
 | * Write full name accurately including capital letters
* Form correctly formed pre-cursive letters Independently compose a sentence orally and hold it, remembering what they are going to write
* Write short sentences with words with known phoneme grapheme correspondences, using a capital letter and full stop.
* Re-read writing to check that it makes sense.
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| **Word Reading (Little Wandle)** | **Week 1** s a t p**Week** 2 i n m d**Week 3** g o c k is**Week 4** ck e u r I**Week 5** h b f l the | **Week 1** ff ll ss j put\* pull\* full\* as **Week 2** v w x y and has his her **Week 3** z zz qu words with s /s/ added at the end (hats sits) ch go no to into **Week 4** sh th ng nk she push\* he of **Week 5** • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) we me be | **Week 1** ai ee igh oa**Week 2** oo oo ar or was you they**Week 3** ur ow oi ear my by all**Week 4** air er words with double letters: dd mm tt bb rr gg pp ffare sure pure**Week 5** longer words | **Week 1** Phase 3: ai ee igh oa oo ar or ur oo ow oi ear**Week 2**Review Phase 3: er air words with double letters longer words **Week 3** words with two or more digraphs **Week 4** longer words words ending in –ing compound words **Week 5** longer words words with s in the middle /z/ s words ending –s words with –es at end /z/Review all taught so far Secure spelling | **Week 1** short vowels CVCC said so have like**Week 2** short vowels CVCC CCVC some come love do**Week 3** short vowels CCVCC CCCVC CCCVCClonger wordswere here little says**Week 4** longer wordscompound wordsthere when what one**Week 5** root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –estout today | **Week 1** long vowel sounds CVCC CCVC Review all taught so farSecure spelling **Week 2** long vowel sounds CCVC CCCVC CCV CCVCC**Week 3** Phase 4 words ending –s /s/Phase 4 words ending –s /z/Phase 4 words ending –es longer words**Week 4** root word ending in:–ing, –ed /t/, –ed /id/ /ed/, –ed /d/**Week 5** root word ending in:–er, –estlonger words |
| **Maths Focus****(Link to WRM)** | **Getting to know you** Assessing the children’s priorknowledge and completing the baseline assessment.Introducing routines and embedding.**Just Like Me**Number- Match, comparing and sorting amounts.Measure, Shape and Spatial Thinking- Compare size, Mass and Capacity, Pattern |  **It’s Me 1,2,3!**Number- Representing, Comparing and Composition of 1,2,3.Measure, Shape and Spatial Thinking-Circles/ Triangles Positional Language**Light and Dark** Number- Representingnumbers to 5. One more and one less.Measure, Shape and Spatial Thinking- Shapes with 4 sidesTime | **Alive in 5!**Number-Introducing 0, comparing numbers to 5. Composition of 4 and 5.Measure, Shape and Spatial Thinking- Compare mass. Compare capacity.**Growing 6,7,8** Number- 6, 7, 8Combining 2 amounts Making pairs.Measure, Shape and Spatial Thinking-Length and Height Time | **Building 9 and 10**Number- Counting to 9 and10. Comparing numbers to 10.Bonds to 10.Measure, Shape and Spatial Thinking- 3d shapes, spatial awareness and patterns.Consolidation | **To 20 and beyond**Number- Building numbers beyond 10. Counting patterns beyond 10.Spatial Thinking- Match rotate and manipulate.**First, Then and Now** Number- Adding more and taking away.Spatial Thinking- Compose and Decompose | **Find My Pattern** Number- Doubling, Sharing and Grouping, Even and odd.Spatial Thinking- Spatial reasoning- visualise and build.**On the Move** Number- Deepeningunderstanding patterns and relationships.Spatial Thinking- Spatial Reasoning- mapping. |
| **Understanding the World** | **Past and Present** | * Look at and describe a personal family photograph of a familiar event
* Talk about members of their immediate family and community
* Understand and talk about being similar and different to each other
* Children begin to develop positive attitudes about the similarities and differences between people
* Know about some key events that happen in autumn
 | * Retell what their grownups told them about their life story
* Identify key roles in the family or society and begin to understand how they help to keep households or communities safe Look at a childhood photograph from a parent for a familiar event
 | * Compare the past and present in their own personal experiences
* Look at a childhood photograph from a grandparent for a familiar event and discuss what is the same / what is different to their parents and their own life
* Further develop their knowledge of key roles in society and begin to think about their own personal responsibility
 |
| **People, Cultures and Communities** | * Know that there are different countries and these make up the world
* Describe their immediate environment and record in drawings
* Begin to develop an understanding of different religious occasions from around the world
* Know about some key events that happen in autumn
 | * Talk about some of the countries children have visited for holidays and look at similarities and differences
* Develop their knowledge of the celebration of special times from around the world
 | * Name places of local importance to the community
* Talk about the features of the places that they are familiar with and can begin to describe how they are different to other places
* Recognise that people have varied beliefs around the world and can respect these
 |
| **The Natural Words** | * Show respect, empathy and kindness for the natural world
* Identify similarities and differences in the natural world
* Explore different materials
* Identify and name different types of weather
* Draw their observations and begin to talk about them
 | * Make observations of their local area, animals and plants
* Draw pictures of animals and plants that include the main features and parts
* Talk about the different seasons.
* Talk about some life cycles
* Talk about information from simple maps
* Explore and describe the natural world around them
 | * Talk about some similarities and differences between their local environment and that of other countries
* Show care and concern for living things
* Name some domesticated and wild animal names
* Draw and label their observations
* Observe the changing seasons on the natural world around them
 |
| **Expressive Arts and Design** | **Creating with Materials** | * Use given resources to create pictures and models
* Talk about what they have made
* Explore a range of materials to make things with in their environment
 | * Create models and pictures using a range of resources
* Choose the most appropriate way to make their idea following a plan that they have created to meet a given purpose Review their learning as part of plan, do, review
* Draw with increasing complexity
 | * Talk about their own design ideas
* Confidently talk through their stage of plan, do, review
 |
| **Being Imaginative and Expressive** | * Join in with taught songs and nursery rhymes
* Explore and play with a range of musical instruments
* Begin to match the sound to the instrument
* Copy a simple dance
* Use pre-selected props and small world to retell parts of a story
 | * Sing taught songs with melody
* Use instruments to match a simple taught rhythm and able to make up own musical patterns
* Respond to music through dance
* Move to a beat
* Use free choice props and small world to retell parts of a story
 | * Sing a song / rhyme that has been taught
* Perform a simple poem
* Copy a simple beat pattern
* Play an allocated instrument
* Move in time with music take part in a simple repetitive dance routine
* Invent or adapt a known story to create a new narrative
 |