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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) |
|  | | * 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. | | |
| **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 ff  are 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 CCCVCC  longer words  were here little says  **Week 4**  longer words  compound words  there when what one  **Week 5**  root words ending in:  –ing, –ed /t/, –ed /id/ /ed/ –est  out today | **Week 1**  long vowel sounds CVCC CCVC Review all taught so far  Secure 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, –est  longer words | |
| **Maths Focus**  **(Link to WRM)** | | **Getting to know you** Assessing the children’s prior  knowledge 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- Representing  numbers to 5. One more and one less.  Measure, Shape and Spatial Thinking- Shapes with 4 sides  Time | | **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, 8  Combining 2 amounts Making pairs.  Measure, Shape and Spatial Thinking-Length and Height Time | **Building 9 and 10**  Number- Counting to 9 and  10. 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- Deepening  understanding 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 | | |