



## Curriculum Map

### Cycle A -Reception

	Autumn		Spring		Summer	
	1. 8 weeks	2. 7 weeks	1. 6 weeks	2. 7 weeks	1. 4 weeks	2. 7weeks
<b>Theme</b>	Bears	Frozen (Water, snow and ice)	Dinosaurs	Farms	Minibeasts	Let's Pretend (- tran)
<b>Whole School Events</b>	Reading for pleasure		Diversity Week Chinese New year	World Book Day		EID 05.06.19
<b>Educational Visits</b>	Parents who can sew! Teddy Bears Picnic	Local walk	Dinosaur Man  Dinosaur Challenge Day	Cannon Hall Farm	Ugly Bug Ball	Wickersley Library visit  Put on a puppet show
<b>Co Jo Missions</b>	1. Get across the river. 2. Build a bear cave. 3. Keep wasps away from our picnic.	1. Free Sven from the ice. 2. Get a bucket of water across the decking. 3. Stop the snow from melting.	1. Build a time machine. 2. Make a camouflage den to hide in. 3. Feed the dinosaurs.	1. Round up all the animals. 2. Get the sheep across the bridge. 3. Make a mud pit for the pigs.	1. Make a minibeast hotel. 2. Create a dance for the ugly bug ball.	1. Put on a puppet show. 2. Sneak a peg challenge. 3. Build a class sized den.
	Unique Child	Positive Relationships	Enabling Environments	Playing and Exploring	Active Learning	Creating and thinking critically
<b>Bramley Beliefs</b>	Respectful	Deep Thinkers	Independent	Motivated	Team Player	Resilient
<b>Quality Texts (Range of Genre)</b>	We're Going on a bear hunt by M. Rosen Traditional Tales Goldilocks and the 3 bears The Magic Porridge Pot NF texts about different bears. Bear poems- various  Multicultural - We're going on a lion hunt- D. Axtell	The Gruffalo's Child, Stickman - J. Donaldson  Letter to Santa  NF snow and ice books  Winter poem - It is ... (author unknown) Snow Poems - various  Multicultural - Mama, Do You Love Me? - B. Josse Ookpik - B. Hiscock	The Dinosaur that pooped a planet - T. Fletcher Dinosaur Roar - J. Willis Tyrannosaurus Drip - J. Donaldson  Poems Dinosaur rhyme time 5 little dinosaurs  Multicultural - Handa's Surprise - E. Brown	Jack and the combine H. Maisner Rosie's Walk The Little Red Hen Farmer Duck - M. Waddell What the ladybird heard - JD NF Farm books  Multicultural - Handa's Hen - E. Browne Don't Spill The Milk - S. Davies Old Mikamba Had A Farm - R. Isadora	What the ladybird heard series - Arrggh! Spider - The Bugliest Bug -  The very hungry caterpillar - E.Carle  Multicultural The elephant who wanted to be a bee - V. Harmon	Traditional tales - various  Minibeast rhymes - various  Multicultural Amal's Eid Eid for everyone  Amal's Ramadan
<b>Literacy (Reading)</b>	Knows information can be relayed in the form of print. Holds books the correct way up and turns pages.	Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and	Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	Links sounds to letters, naming and sounding the letters of the alphabet.	Uses vocabulary and forms of speech that are increasingly influenced by their	Children read and understand simple sentences. They use phonic knowledge to

<p>(Writing)</p>	<p>Knows that print carries meaning and, in English, is read from left to right and top to bottom. Continues a rhyming string. Hears and says the initial sound in words. Identify the reading skills characters and what they do. Develop 'code cracker' skills.</p> <p>Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Gives meaning to marks they make as they draw, write and paint. Begins to continue a rhyming string.</p>	<p>knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Develop 'clue finder' skills.</p> <p>Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Writes own name and other things such as labels, captions.</p>	<p>Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Develop 'spotter' skills.</p> <p>Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions.</p>	<p>Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Develop 'chatterer' skills.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet. Attempts to write short sentences in meaningful contexts. Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>experiences of books.</p> <ul style="list-style-type: none"> <li>Enjoys an increasing range of books.</li> <li>Knows that information can be retrieved from books and computers. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. Develop 'selector' skills.</li> </ul> <p>Attempts to write short sentences in meaningful contexts. Children use their phonic knowledge to write words in ways which match their spoken sounds. Begin to write some irregular common words.</p>	<p>decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Revisit 'range of texts' skills.</p> <p>Children write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
<p>Cross Curricula Writing (Range of Genre Fiction and Non Fiction Termly)</p>	<p>Rhyming words</p> <p>Labelling body parts - bears</p> <p>Instructions to make a bear.</p> <p>Identify the reading skills characters - focus on code cracker (ongoing).</p>	<p>Frozen story</p> <p>Letter to Santa</p> <p>NF captions about ice and snow.</p> <p>Use the reading skills characters - focus on clue finder</p>	<p>Dinosaur stories</p> <p>Recount church visit</p> <p>Use the reading skills characters - focus on spotter.</p>	<p>Recount farm visit</p> <p>NF captions and sentences.</p> <p>Rhyming sentences</p> <p>Use the reading skills characters - focus on chatterer.</p>	<p>Letter to a minibeast</p> <p>Rhyming verse.</p> <p>Instructions to make minibeast homes. Use the reading skills characters - focus on all skills.</p>	<p>Postcards to ...</p> <p>Adventure story.</p> <p>Plan and recount puppet show.</p> <p>Use the reading skills characters - focus on all skills.</p>
<p>Maths</p>	<p>Basic number to 20.</p>	<p>1 more 1 less</p>	<p>Addition</p>	<p>Basic number to 20.</p>	<p>Doubling</p>	<p>Place Value</p>

<p>Recites numbers in order to 10 Sometimes matches numeral and quantity correctly Realises not only objects, but anything can be counted, including steps, claps or jumps. Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. <b>They count reliably with numbers from one to 20</b></p>	<p>Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. <b>They say which number is one more than a given number (to 20).</b> <b>They say which number is one less than a given number (to 20).</b></p> <p><b>Addition</b> Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p><b>Number</b> Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group <b>They count reliably with numbers from one to 20</b></p>	<p>Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. <b>Using quantities and objects, they add two single-digit numbers and count on to find the answer.</b></p> <p><b>Subtraction</b> In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. <b>Using quantities and objects, they subtract two single-digit numbers and count back to find the answer.</b></p> <p><b>Place Value</b> Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. <b>They count reliably with numbers from one to 20,</b></p>	<p>Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. <b>They count reliably with numbers from one to 20</b></p> <p><b>Doubling</b> Finds the total number of items in two groups by counting all of them. <b>They solve problems, including doubling.</b></p>	<p>Finds the total number of items in two groups by counting all of them. <b>They solve problems, including doubling.</b></p> <p><b>Halving</b> <b>They solve problems including halving.</b></p> <p><b>Sharing</b> <b>They solve problems including sharing.</b></p> <p><b>Counting in 2s, 5s, 10s.</b> <b>They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups</b></p>	<p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. <b>They count reliably with numbers from one to 20, They place numbers 1-20 in order.</b></p> <p><b>Number bonds</b> <b>Using quantities and objects, they add two single-digit numbers and count on to find the answer.</b></p> <p><b>Calculations</b> <b>Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</b></p>
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			<i>They place numbers 1-20 in order.</i>			
<b>Cross Curricula Math's</b>	<p><b>Size</b> Orders two or three items by length <i>They use everyday language to talk about size to compare (quantities) and to solve problems</i></p> <p><b>Length</b> Orders two or three items by length <i>They use everyday language to talk about size to compare (quantities) and to solve problems</i></p>	<p><b>Weighing</b> Orders two items by weight <i>They use everyday language to talk about size to compare (quantities) and to solve problems.</i> <b>*Weight</b></p> <p><b>Capacity</b> Orders two items by weight or capacity. <i>They use everyday language to talk about size to compare (quantities) and to solve problems.</i> <b>*Capacity</b></p>	<p><b>Shape</b> Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. <i>They explore characteristics of everyday objects and shapes. and use mathematical language to describe them.</i></p>	<p><b>Size</b> Orders two or three items by length <i>They use everyday language to talk about size to compare (quantities) and to solve problems</i></p> <p><b>Time</b> Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways. <i>They use everyday language to talk about size to compare (quantities) and to solve problems.</i> <b>*Time</b></p> <p><b>Money</b> Beginning to use everyday language related to money. <i>They use everyday language to talk about size to compare (quantities) and to solve problems.</i> <b>*Money</b></p>	<p><b>Length</b> Orders two or three items by length <i>They use everyday language to talk about size to compare (quantities) and to solve problems</i></p> <p><b>Positional language</b> Can describe their relative position such as 'behind' or 'next to'. <i>They use everyday language to talk about size to compare (quantities) and to solve problems.</i> <b>*Position</b></p>	<p><b>Shape</b> Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. <i>They explore characteristics of everyday objects and shapes. and use mathematical language to describe them.</i></p> <p><b>Weighing</b> Orders two items by weight <i>They use everyday language to talk about size to compare (quantities) and to solve problems.</i> <b>*Weight</b></p> <p><b>Capacity</b></p>

						Orders two items by weight or capacity. <i>They use everyday language to talk about size to compare (quantities) and to solve problems. *Capacity</i>
<b>Communication and Language</b>	<p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p>	<p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Beginning to understand 'why' and 'how' questions.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p>	<p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Able to follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Children express themselves effectively, showing awareness of listeners' needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>
<b>Expressive Arts and Design</b>	<p><b>Sew simple bears, create representations of bears.</b></p> <p>Create simple representations of events, people and objects.</p>	<p><b>Bonfire pictures</b></p> <p>Create simple representations of events, people and objects.</p> <p>Understands that different media can be</p>	<p><b>Dinosaur artwork</b></p> <p>Create simple representations of events, people and objects.</p> <p>Chooses particular</p>	<p><b>Big farm models.</b></p> <p>Create simple representations of events, people and objects.</p> <p>Understands that different media can be</p>	<p><b>Sing minibeasts songs.</b></p> <p>Begins to build a repertoire of songs and dances.</p> <p><i>They sing songs, make</i></p>	<p><b>Develop and act out a narrative.</b></p> <p><i>They represent their own ideas, thoughts and feelings through</i></p>

	<p>Chooses particular colours to use for a purpose. Selects tools and techniques needed to shape, assemble and join materials they are using Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.</p> <p><b>Colour mixing.</b> Explores what happens when they mix colours</p> <p><b>Sing bear songs e.g bear hunt, teddy bears picnic.</b> Begins to build a repertoire of songs and dances.</p>	<p>combined to create new effects. Manipulates materials to achieve a planned effect.</p> <p><b>Snowy scenes</b> Create simple representations of events, people and objects. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect.</p> <p><b>Express own feelings and ideas about art and their creations</b> Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p><b>Christmas cards/calendars</b> Create simple representations of events, people and objects. Understands that different media can be combined to create new effects.</p>	<p>colours to use for a purpose. Selects tools and techniques needed to shape, assemble and join materials they are using Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.</p> <p><b>Acting out stories</b> Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>combined to create new effects. Manipulates materials to achieve a planned effect. <b>They use what they have learnt about media and materials in original ways, thinking about uses and purposes.</b></p> <p><b>Sing farm songs.</b> Begins to build a repertoire of songs and dances. <b>They sing songs, make music and dance, and experiment with ways of changing them.</b></p> <p><b>Design and make Easter baskets</b> Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. Selects tools and techniques needed to shape, assemble and join materials they are using Constructs with a purpose in mind, using a variety of</p>	<p><b>music and dance, and experiment with ways of changing them.</b></p> <p><b>Minibeasts pictures, printing, patterns</b> Uses simple tools and techniques competently and appropriately. Constructs with a purpose in mind, using a variety of resources. <b>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p>	<p><b>design and technology, art, music, dance, role play and stories.</b></p> <p><b>Pictures based on own interests</b> <b>They use what they have learnt about media and materials in original ways, thinking about uses and purposes.</b></p>
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		Manipulates materials to achieve a planned effect.		resources. Uses simple tools and techniques competently and appropriately.		
<b>Understanding the World</b>	Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Completes a simple program on a computer.	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.	Enjoys joining in with family customs and routines. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. Looks closely at similarities, differences, patterns and change.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Children know about similarities and differences in relation to places, objects, materials and living things.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain what they see. Children choose what technology to use for a specific purpose.
<b>Physical Development</b>	Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	Can copy some letters, e.g. letters from their name. Experiments with different ways of moving. Jumps off an object and lands appropriately. Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Shows understanding of how to transport and store equipment safely. Practices some appropriate	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully,

					safety measures without direct supervision.	including dressing and going to the toilet independently.
<b>Personal Social and Emotional Development</b>	<p><b>Play with other children</b> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p><b>Talk about feelings</b> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>They show sensitivity to others' needs and feelings. <i>They talk about how they and others show feelings.</i></p> <p><b>Behavior</b> Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p><b>Independence</b> <i>They will choose the resources they need for their chosen activities. They say when they do or don't need help.</i></p> <p><b>Confidence</b> Confident to speak to others about own needs, wants, interests and opinions. <i>They are confident to try new activities. They say why they like some activities more than others. They are confident to speak in a familiar group and will talk about their ideas.</i></p>	<p><b>Talking about themselves</b> <i>Can describe self in positive terms and talk about abilities. They will choose the resources they need for their chosen activities. They say when they do or don't need help.</i></p>	<p><b>Sharing</b> Initiates conversations, attends to and takes account of what others say. •Explains own knowledge and understanding, and asks appropriate questions of others. <i>They play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings.</i></p> <p><b>Being kind</b> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <i>They understand someone else's point of view can be different from theirs. They resolve minor disagreements through</i></p>	<p><b>Sharing</b> Initiates conversations, attends to and takes account of what others say. •Explains own knowledge and understanding, and asks appropriate questions of others. <i>They play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and Feelings</i></p> <p><b>Behavior</b> Aware of the boundaries set, and of behavioural expectations in the setting. <i>They talk about their own and others' behaviour, and its consequences</i></p>	<p><b>Talking about themselves</b> <i>Can describe self in positive terms and talk about abilities. They will choose the resources they need for their chosen activities. They say when they do or don't need help. Children are confident speaking to a class group.</i></p>

*They talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.*

*listening to each other to come up with a fair solution.*

*, and know that some behaviour is unacceptable .  
They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.*