



## Reception Long Term Curriculum Map

<h1>Term 4</h1>	<p><u>Theme</u></p> <p><b>Growing - teamwork</b></p>	
<p><b>Emphasis upon auditing continuous provision &amp; improving practice</b></p>	<p>There is an expectation that practitioners take account of the 'Development Matters' framework in planning continuous provision and implementing the statutory requirements of the EYFS. The 'Development Matters' statements are intended to guide practice and provision throughout the EYFS. "Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists."</p> <p>While 'Development Matters' as a whole should guide continuous provision the statements from 'Development Matters' below are intended as a guide re: auditing quality of provision, to focus practitioners' self-reflection upon the quality of provision and to provide a focus for professional development</p>	
<p><b>Key Texts</b></p>	<p><b>Peace at last</b></p>	
<p><b>Characteristics of Effective Learning:</b></p> <p>Playing and exploring – <i>engagement</i></p>	<ul style="list-style-type: none"> <li>• Model pretending an object is something else and help develop roles and stories.</li> <li>• Encourage children to try new activities and to judge risks for themselves. Be sure to support children's confidence with words and body language.</li> <li>• Pay attention to how children engage in activities -- the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure resources are relevant to children's interests.</li> <li>• Help children concentrate by limiting noise and making spaces visually calm and orderly.</li> </ul>
<p><b>Characteristics of Effective Learning:</b></p> <p>Active learning – <i>motivation</i></p>	<ul style="list-style-type: none"> <li>• Help children to become aware of their own goals, make plans, and to review their own progress and successes.</li> <li>• Describe what you see them trying to do and encourage children to talk about their own processes and successes.</li> <li>• Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests.</li> <li>• Keep significant activities out instead of routinely tidying them away.</li> <li>• Make space</li> </ul>
<p><b>Characteristics of Effective Learning:</b></p> <p>Creating and thinking critically - <i>thinking</i></p>	<ul style="list-style-type: none"> <li>• Encourage open-ended thinking by not settling on the first ideas: <i>What else</i> is possible?</li> <li>• Give children time to talk and think.</li> <li>• Value questions, talk, and many possible responses, without rushing toward answers too quickly.</li> <li>• Support children's interests over time, reminding them of previous approaches and encouraging them to make connections between their experiences.</li> <li>• Give feedback and help children to review their own progress and learning. Talk with children about what they are doing, how they plan to do it, what worked well and what they would change next time.</li> </ul>	<ul style="list-style-type: none"> <li>• Build in opportunities for children to play with materials before using them in planned tasks.</li> <li>• Play is a key opportunity for children to think creatively and flexibly, solve problems and link ideas. Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.</li> <li>• Plan linked experiences that follow the ideas children are really thinking about.</li> </ul>
<p><b>Characteristics of Effective Learning:</b></p>	<p><b>Peace at Last / Growing – teamwork - suggested Critical Thinking Activities:</b> Collaborative/working with others exercises</p> <p>What materials would make the best ear plugs/protectors? Can you design and make some ear plugs/protectors to fit your head/the teachers head? How might you make them the right size? (not too big/too small), What would it be best to make them out of? What will best prevent sound from getting through? What might it be comfortable to wear? Do you know anyone who uses ear plugs/protectors? What do they look like? What are they made of?</p> <p><b>Games/Challenges:</b></p> <ul style="list-style-type: none"> <li>• What's the time Mr Bear? (Mr Wolf?)</li> <li>• Snap/pelmanism</li> <li>• Kim's game</li> <li>• Variety of parachute games e.g. Washing machine, Cat &amp; Mouse, Popcorn, Songs &amp; rhymes, Fruit salad see: <a href="http://www.earlyyearscreators.com/eyv/learning-and-development/top-5-parachute-games-children-early-years/">http://www.earlyyearscreators.com/eyv/learning-and-development/top-5-parachute-games-children-early-years/</a></li> </ul>	



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	<p><b>The Worst Case scenario:</b> <a href="https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/">https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/</a></p> <p><i>Fabricate a scenario in which students would need to work together and solve problems to succeed, like being stranded on a deserted island or getting lost at sea. Ask them to work together to concoct a solution that ensures everyone arrives safely. You might ask them to come up with a list of 10 must-have items that would help them most, or a creative passage to safety. Encourage them to vote — everyone must agree to the final solution.</i></p> <p><b>Go for gold:</b> <a href="https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/">https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/</a></p> <p>This game is similar to the “If you build it” game: Teams have a common objective, but instead of each one having the same materials, they have access to a whole cache of materials. For instance, the goal might be to create a contraption with pipes, rubber tubing and pieces of cardboard that can carry a marble from point A to point B in a certain number of steps, without pushing the marble but it rolling ‘under its own steam’.</p> <p><b>4 way tug of war:</b> <a href="https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/">https://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/</a></p> <p>That playground classic is still a hit — not to mention inexpensive and simple to execute. For a unique variation, set up a multi-directional game by tying ropes in such a way that three or four teams tug at once. Some teams might choose to work together to eliminate the other groups before going head-to-head.</p> <p><b>Story Stones:</b> <a href="https://family.co/blog/inspiration/10-simple-communication-and-language-activities/">https://family.co/blog/inspiration/10-simple-communication-and-language-activities/</a></p> <p><b>The activity – <i>Homemade Story Stones by Happy Hooligans</i></b>  <b>Communication and language area(s) of development:</b> <i>Expressive language, vocabulary, turn-taking, attention and listening</i>  <b>In a nutshell –</b> <i>Story stones are essentially very simple prompts for narrative play. All you need to do is get some flat and smooth stones from a craft shop or a beach and decorate them with pictures of objects or animals. Choose one of the stones and start a tale based on the picture on it, then encourage your children to draw more stones and continue the story.</i>  <b>What you need –</b></p> <ul style="list-style-type: none"> <li>• Small Stones</li> <li>• Stickers or <a href="#">Mod Podge</a> and Magazine Pictures Cut-Outs</li> </ul>	
<p><b>Personal Social and Emotional:</b> Making Relationships</p>	<ul style="list-style-type: none"> <li>• Model being a considerate and responsive partner in interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide activities that involve turn-taking and sharing in small groups.</li> </ul>
<p><b>Personal Social and Emotional:</b> Self-Confidence and Self-Awareness</p>	<ul style="list-style-type: none"> <li>• Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for children to reflect on successes, achievements and their own gifts and talents.</li> </ul>
<p><b>Personal Social and Emotional:</b> Managing feelings and behaviour</p>	<ul style="list-style-type: none"> <li>• Show your own concern and respect for others, living things and the environment.</li> <li>• Establish routines with predictable sequences and events.</li> <li>• Prepare children for changes that may occur in the routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. dusting, setting table or putting away toys.</li> <li>• To support children with SEN, use a sequence of photographs to show the routines in the setting.</li> <li>• Set, explain and maintain clear, reasonable and consistent limits so that children can feel safe and secure in their play and other activities.</li> <li>• Use pictures or consistent gestures to show children with SEN the expected behaviours.</li> </ul>
<p><b>Personal Social and Emotional:</b></p>	<p><b>Making Relationships/ Managing Feelings &amp; Behaviour/Self-confidence and Self-awareness</b>            Do they show care and concern for others? Can they explain their own knowledge and understanding of others? Can they take steps to resolve conflicts? Are they confident to speak in a familiar group? Are they aware of the boundaries set and of behavioural expectations in the setting? Are they beginning to negotiate and solve problems?            What can you do now that you couldn’t do before when you were a baby?</p> <p>Independent choices, working in a group, asking for help if they need it.            Working together as a group to move equipment safely – team effort.</p>	



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	<p>How can we share? How can we maintain our good friendships? How do you feel when ....?</p> <p>Farm/forest visit. How do we behave on a school visit? Discuss the safety of each other whilst out of school. How do we wash our hands properly? What is good hygiene?</p> <p>Jigsaw: <b>Feelings</b> (see jigsaw plan)</p>	
<p><b>Communication and Language:</b> Listening and attention</p>	<ul style="list-style-type: none"> <li>• Introduce 'rhyme time' bags containing books to take home and involve parents in rhymes and singing games.</li> <li>• Ask parents to record regional variations of songs and rhymes.</li> <li>• Play games which involve listening for a signal, such as 'Simon Says', and use 'ready, steady...go!'</li> </ul>	<ul style="list-style-type: none"> <li>• Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds.</li> <li>• When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the...'</li> <li>• Set up a listening area where children can enjoy rhymes and stories.</li> </ul>
<p><b>Communication and Language:</b> Understanding</p>	<ul style="list-style-type: none"> <li>• Ask children to think in advance about how they will accomplish a task. Talk through and sequence the stages together.</li> <li>• Help children to             <ul style="list-style-type: none"> <li>◆ explain effect: 'It sank because it was too heavy'</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Set up displays that remind children of what they have experienced, using objects, artefacts, photographs and books.</li> </ul>
<p><b>Communication and Language:</b> Speaking</p>	<ul style="list-style-type: none"> <li>• Model language appropriate for different audiences, for example, a visitor.</li> <li>• Encourage children to predict possible endings to stories and events.</li> <li>• Encourage children to experiment with words and sounds, e.g. in nonsense rhymes.</li> </ul>	
<p><b>Communication and Language:</b></p>	<p><b>Listening &amp; Attention:</b> Adults must ensure that children develop their concentration levels - Play listening and attention games to promote following instructions (of the teacher or of a partner) and focus for a sustained period of time e.g. in the context of playing the game Simon Says, following classroom routines effectively e.g. transitions from carpet to tables or following a partners' instructions. Recap upon those rhymes learnt during terms 1, 2 &amp; 3 &amp; introduce new rhymes to learn. Can they sit and listen for long periods of time? Do they have two- channelled attention?</p> <p><b>Understanding:</b> <i>Using and understanding positional language – ICT link to 'Where's Teddy' positioning a toy bear and taking photographs of it, follow instructions and carry out them out – tidy up times can be used to promote this skill.</i> Zoom &amp; Story Stones: use the idea of story stones to provide a framework for planning out and sequencing the stages in a task e.g. Going to the shop to buy some bread, getting ready for bed, building a house with the construction toys. Are they able to follow a story without pictures/props? Are they able to create story maps based on familiar texts? Do they understand stories and are they able to answer questions based on what they have read or listened to?</p> <p><b>Speaking:</b> Decide on the key vocabulary linked to activities and ensure that all staff regularly model its use in a range of contexts (this is a cross-curricular link) - Talking about their ideas about how they might make a pair of ear plugs/protectors and using the language of comparison to contrast different ideas/outcomes. Box Clever: Repetitive stories • Chatterbox sessions for parents with speech and language therapist • All adults to model good grammar • Puppets and small world play provided as continuous provision • Visual prompts for adults to support language development • Sign along to be used by trained staff • engaging children in stories/spirited play... • Sign cards • Colourful semantics • Story mapping • Encourage children to speak in full sentences</p> <p><b>Speech and language strategies:</b> <i>Visual timetables to be used, all adults to use visual keyrings, box clever groups to take place, adults to observe each other adult/child interactions and give feedback, use the colourful semantic signs for 'why' and 'how' questions about their experiences/ stories</i> Can they begin to understand the answer 'why' and 'how' questions about their experiences/ stories? (Using colourful semantics).</p> <p>Listen to stories and answer questions, how and why questions, Explain effect, predict and speculate events. Working in small groups act out the 'Peace at Last' story. Planning as a group</p>	
<p><b>Physical Development:</b> Moving and handling</p>	<ul style="list-style-type: none"> <li>• Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe.</li> <li>• Encourage body tension activities such as stretching, reaching, curling, twisting and turning.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide real and role-play opportunities for children to create pathways, e.g. road layouts, or going on a picnic.</li> <li>• Provide CD and tape players, scarves, streamers and musical instruments so that children can respond spontaneously to music.</li> </ul>



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<p><b>Physical Development:</b> Health and Self-care</p>	<ul style="list-style-type: none"> <li>• Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster.</li> </ul>	
<p><b>Physical Development:</b></p>	<p><b>Moving &amp; Handling:</b> To develop fine manipulative skills: Suggested focus activities - hammers, stitching, water play investigation pouring and filling. Mark making opportunities outside and inside</p> <p><b>Large motor skills:</b> To develop co-ordination, balance and to be able to avoid obstacles. Suggested focus activities - Exercise and Fitness Games- football/ obstacle courses. Can they show increased hand eye coordination when controlling a ball? Do they show increased control over hand and eye co-ordination?</p> <p><b>Health and self-care:</b> Suggested focus activities - Can they explore what happens to their body when they exercise?</p> <p><b>Independence</b> - Can they negotiate space successfully when playing racing and chasing games with other children? Can they copy actions? Can they repeat actions and skills? Can they move with control and care? Can they talk about what they have done? Can they identify how what skills they can improve? Do they show perseverance when developing a new skill?</p> <p><b>Personal safety &amp; hygiene</b> – Can they recognise danger and seeks support of significant adults for help? Do they eat a healthy range of foodstuff and understand a need of variety in food? Can they show some understanding good practices with regard to exercise, eating, sleeping and hygiene? Do they understand the need for safety when tackling new challenges?</p>	
<p><b>Literacy:</b> Reading</p>	<ul style="list-style-type: none"> <li>• Model oral blending of sounds to make words in everyday contexts, e.g. ‘Can you get your h-a-t hat?’</li> <li>• Play games like word letter bingo to develop children’s phoneme-grapheme correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>• When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.</li> <li>• Demonstrate using phonics as the prime approach to decode words while children can see the text, e.g. using big books.</li> </ul>
<p><b>Literacy:</b> Writing</p>	<ul style="list-style-type: none"> <li>• Demonstrate how to segment the sounds(phonemes) in simple words and how the sounds are represented by letters (graphemes).</li> <li>• Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. <i>Maddie, daddy, baddie, laddie.</i></li> </ul>
<p><b>Phonics:</b></p> <p><b>Handwriting</b></p> <p><b>Reading &amp; Writing:</b></p>	<p><b>Listening games</b> – listening through different materials and using different sized/shaped cones – Chinese whispers...</p> <p><b>Read, write, inc</b> - Links sounds to letters of the alphabet • Segments and blends CVC words • Reads with fluency and is able to discuss what they have read • Is able to retell familiar stories • Spends time reading and exploring a range of texts • Pinny time to be maximised • Is able to read words/simple sentences applying their knowledge of phonics • Focus on continuing a rhyming string • Love of reading time- so children can enjoy an increasing range of books.</p> <p><b>Read, Write Inc</b> - Letter sounds including digraphs and continue to blend. Set 2 Key words.</p> <p><b>Stories about:</b> Growing &amp; Changing – overcoming problems e.g. The Enormous Turnip, Titch, Jack &amp; the beanstalk</p> <p><b>Handwriting</b> - Read write Inc. Letter formation Writing words and sentences.</p> <p>Can they write their own name and other things such as labels, captions or instructions with growing confidence? Do they attempt to write short sentences in meaningful contexts? Are they able to read their written work back? Can they apply their phonic knowledge to write words in ways which match their spoken sounds? Can they begin to write some irregular common words? Mark making opportunities to be maximised throughout setting / pre-writing patterns for specific children Special book specifically for writing... (showing progress) Oral rehearsal Continuous purposeful writing- talk for writing</p>	
<p><b>Mathematics:</b> Numbers</p>	<ul style="list-style-type: none"> <li>• Add numerals to all areas of learning and development, e.g. to a display of a favourite story, such as ‘The Three Billy Goats Gruff’.</li> </ul>	<ul style="list-style-type: none"> <li>• Create opportunities for children to experiment with a number of objects, the written numeral and the written number word. Develop this through matching activities with a range of numbers, numerals and a selection of objects.</li> </ul>



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<p><b>Mathematics:</b> Shape, space and measures</p>	<ul style="list-style-type: none"> <li>• Be a robot and ask children to give you instructions to get to somewhere. Let them have a turn at being the robot for you to instruct.</li> </ul>	<ul style="list-style-type: none"> <li>• Make books about shape, time and measure: shapes found in the environment; long and short things; things of a specific length; and ones about patterns or comparing things that are heavier or lighter.</li> </ul>
<p><b>Mathematics:</b></p>	<p><b>Grouping and sharing</b></p> <ul style="list-style-type: none"> <li>• <b>solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups</b></li> <li>• solve practical problems that involve grouping and sharing</li> <li>• explore counting on in steps of 2 from zero</li> </ul> <p><b>Numbers within 20</b></p> <ul style="list-style-type: none"> <li>• <b>count reliably with numbers from one to 20</b></li> <li>• <b>place numbers from 0-20 in order</b></li> <li>• <b>say which number is one more or one less than a given number</b></li> <li>• <b>solve practical problems that involve grouping and sharing</b></li> <li>• Create representations for numbers 0-20</li> <li>• estimate a number of objects and check by counting, considering equal and unequal groups</li> </ul> <p><b>Doubling and halving</b></p> <ul style="list-style-type: none"> <li>• <b>solve problems, including doubling, halving and sharing</b></li> <li>• Explore the relationship between doubling and halving</li> </ul>	
<p><b>Understanding the World:</b> People and communities</p>	<ul style="list-style-type: none"> <li>• Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide role-play areas with a variety of resources reflecting diversity.</li> <li>• Make a display with the children, showing all the people who make up the community of the setting.</li> <li>• Share stories that reflect the diversity of children's experiences.</li> </ul>
<p><b>Understanding the World:</b> The world</p>	<ul style="list-style-type: none"> <li>• Examine change over time, for example, growing plants, and change that may be reversed, e.g. melting ice.</li> <li>• Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations.</li> <li>• Use correct terms so that, e.g. children will enjoy naming a chrysalis if the practitioner uses its correct name.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</li> </ul>
<p><b>Understanding the World:</b> Technology</p>	<ul style="list-style-type: none"> <li>• Teach and encourage children to click on different icons to cause things to happen in a computer program.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a range of materials and objects to play with that work in different ways for different purposes, for example, egg whisk, torch, other household implements, pulleys, construction kits and tape recorder.</li> </ul>
<p><b>Understanding the World:</b></p>	<p>To show care and concern for living things/ observing plants and animals (minibeasts) To learn about growth and decay- looking closely at similarities and change</p> <p>The school/park environment. What lives in the school grounds/in the park. What's the same/different? Is it the same/different throughout the school year? How do you know? Construct hides to focus observations upon living things outdoors and keep a record over time so that changes can be identified.</p> <p>Grow flowering plants and vegetables from seed. Make observations and record close observations in drawings.</p> <p>Match the names of plants/animals in the local environment to related pictures/images</p> <p><b>Technology:</b> Practitioners to look for cross-curricular links with ICT equipment i.e. cameras, remote control cars etc. Mouse and Keyboard skills - Where is Teddy? Understanding the World Use information and communication technology to support their learning. How to navigate around the computer using the mouse. How to log on to the computer and Mathematics/bug club How to complete a simple program on the computer using the mouse and keyboard. Use keyboard to write their name etc</p>	
	<p><b>Outdoor provision:</b></p> <p>Painting easels. Multi skills. Sand/ Water. Musical instruments. Construction.</p>	<p><b>Role Play:</b></p> <p>Garden centre Zoo Vets Pet shop</p>



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<p><b>Expressive arts and design:</b> Exploring and using media and materials</p>		<ul style="list-style-type: none"> <li>• Provide children with opportunities to use their skills and explore concepts and ideas through their representations.</li> </ul>
<p><b>Expressive arts and design:</b> Being imaginative</p>	<ul style="list-style-type: none"> <li>• Create imaginary words to describe, for example, monsters or other strong characters in stories and poems.</li> <li>• Carefully support children who are less confident.</li> </ul>	<ul style="list-style-type: none"> <li>• Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them.</li> <li>• Provide children with opportunities to use their skills and explore concepts and ideas through their representations.</li> </ul>
<p><b>Expressive arts and design:</b></p>	<p><b>Exploring and Using Media &amp; Materials:</b> Can they experiment whilst making different textures? Can they construct with a purpose in mind? Do they capture experiences by moving in different ways to music?</p> <p><b>Music-</b> singing different songs and using different instruments (Mr Nunn’s music sessions)</p> <p><b>Being Imaginative:</b> Role-play is a continuous strand and links to Literacy throughout the year. Can they act out / join in alongside a narrative with their peers? Can they represent their own ideas/ thoughts through design and technology, art, music dance and stories?</p> <p>Make an Easter card. Make a Mother’s Day card.</p>	
<p><b>Enrichment: Educational visits and parental engagement</b></p>	<p>Farm/forest visit</p>	
<p><b>Interventions:</b></p>		