

Oswald Road Primary School EYFS Curriculum Map 2020-2021

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	All Around Me	People who help us	Animals	Growing (Plants)	Traditional Tales
Jenny Jigsaw Unit Being in my world PSED Every Monday and focus for whole week	-Separating from parents -Establishing routines using visual timetable -Modelling play, desired behaviour and tidy up routines / dojos -Getting to know new adults and peers/ cultures and religions	Jenny Jigsaw Unit Relationships -Taking a walk around the school and around our playground & exploring their new areas -Circle time talking about emotions/emotions chart introduced -Class Charters	Jenny Jigsaw Unit Dreams & Goals -Circle time – Talking about what they are good at and what their talents are.	Jenny Jigsaw Unit Changing Me Thinking about what it means to have a pet. How do we take care of animals and what happens if we don't?	Jenny Jigsaw Unit Healthy Me Being able to talk about what they have learnt to do in Reception and what they feel their strengths are.	Jenny Jigsaw Unit Celebrating Differences Through use of story characters, children will talk about different behaviours and the consequences that it may lead to. Talking about their thoughts and feelings around moving to Year 1.
Moving & Handling /	-Being able to negotiate space	-Learning to throw and catch accurately.	-Learning to balance and travel in different	-Choosing to move in different ways to		

Health & Self-Care	and adjusting speed and direction when playing racing or chasing games with others Jumping off an object and landing appropriately	- To begin to form recognisable letters	ways on climbing equipment. - To understand the need for safety when tackling new challenges.	represent different animals. -To play a team game and follow a set of rules.	- To talk about things which contribute to good health eg: eating, sleeping, exercise. - To begin to undress and dress independently when changing for PE. - Looking at what constitutes a healthy, well-balanced diet.	
Expressive Arts / Being Imaginative	-Creating a representation of my family. -Choosing particular colours to use for a purpose	- Making representations of their homes using junk modelling/ can they name and make the different rooms?	- making rescue service vehicles from junk modelling. Creating representations of Florence and from photos of her.		-Season pictures – thinking about use of colours. - Observational drawings of plants and flowers.	
Music	- To develop song knowledge – Miss Polly, Wind the bobbin, ten green bottles, Pirate Song (when I was 1)	-Naming and exploring different instruments and the sounds they make. -Dancing to different rhythms	- Children create their own songs by experimenting with ways of changing well-known ones. -Children will copy dance moves using Just Dance kids.			

ICT	- Completing a variety of simple programs on the IWB – Dazzle, maths games, phonics games.	-Using Chatterpix to make videos of household items speaking.	- Use of ipads for SALT apps	- Online maths games on IWB		
UW	-Talking about the people in their immediate family and wider family including cousins, grandparents, aunts/ uncles. - Discussing the passage of time with age, sequencing.	-Being able to name Chorlton as the town they live in. - Naming particular buildings. Can the chdn tell you their function eg: a post office. - Can chdn recognise older and newer buildings? -Are there any other places the chdn can identify? eg: places they have been on holiday not in their immediate proximity/ what is different about them – beaches, weather, snow etc.	-Looking at emergency services but also key community roles eg: shopkeeper, librarian, postman etc. -Links to history – Florence Nightingale/explore	-Talking about animals they know and more animals eg: Zoo animals and the environment in which they live. - Looking at how animals grow through real life experiences eg: chicks.	-Looking at seasonal weather and relating it to effects eg: Sun – warmth, clouds – rain. -Naming parts of a plant. -Recognising plants and trees. -Looking at simple requirements for plants to grow. -Allowing children to plant their own things. -Looking at day and night.	-Looking at what makes something a traditional tale. Talking about the objects in the story and the way of life to be able to help us recognise a story that comes from long ago.
Reading	- Children will continue developing	- Children will be able to continue a rhyming string	- Predicting what may happen next during 1-1	-Looking at non-fiction texts and their features	-Looking at non-fiction texts and their features	-Who, what, when, where sequencing cards

	<p>Concepts About Print</p> <p>-Hearing the initial sounds in words</p>	<p>-Linking sounds to letters, naming and sounding out the letters of the alphabet</p> <p>- Children will begin reading simple words and sentences</p>				<p>linked to Makaton and using it for story-telling and talk for writing</p> <p>-Thinking of alternative endings</p>
Writing	<p>-Give meaning to the marks they make as they draw, write and paint.</p> <p>-Begin to break the flow of speech into words.</p> <p>-Write their own name</p>	<p>-Segments the sounds in simple words and blend them together.</p> <p>-Link sounds to letters as they write</p> <p>-Dictate a simple sentence and be able to recall it when asked</p>	<p>-Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence / Focus on correct letter formation in terms of sequence of movements</p> <p>- To write simple sentences which can be read by themselves and others</p>	<p>-Write short sentences in meaningful contexts using some common irregular words</p> <p>-Write labels and captions and attempt writing for different purposes eg: lists, instructions</p>	<p>-Begin to use some punctuation if ready eg: capital letters and full stops</p>	<p>- To write simple narratives and recounts</p> <p>- Extend their vocabulary in writing and use some story language in their narratives eg: 'Once upon a time'</p>
Possible Enhancements	Visits from a new mum and baby/a grandparent/one of the children's parents.	Walk around our local community	Fire-Brigade Visit Parent volunteer to talk about their job	Blackpool Zoo Parent Volunteer with a pet Minibeast man	Visit to the allotment Visit to a garden centre	Story-telling experience Theatre