

Vicarage Reception Curriculum Map 2022-23

Yearly Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Ourselves/Settling	celebrations/Festivals	People who help us	Growth/ Animals/Minibeasts	Fairy tales/Traditional Tales	Around the World/Transition
PSED	<p><b>Week 1+2</b> Settling in Seeking out others to share experiences.</p> <p><b>Week 3</b> Can usually adapt behaviour to different events, social situations and changes in routine Cooperates with some boundaries and routines</p> <p><b>Week 4</b> To show interested in others play and starting to join in</p> <p><b>Week 5</b> Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p><b>Week 6</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><b>Week 1</b> Shows friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</p> <p><b>Week 2</b> MFB; I understand and is aware of boundaries and expectations</p> <p><b>Week 3</b> MR; Plays in a group and initiates, extends, elaborates on play ideas of others</p> <p><b>Week 4</b> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><b>Week 5</b> Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p><b>Week 6</b> Keeps play going by responding to what others are saying or doing.</p> <p><b>Week 7+8</b> Confidence to talk to other chn. When playing; Communicating freely about own home and community.</p> <p>To tolerate delay and adapt behaviour to changes in routine</p>	<p><b>Week 1</b> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>Week 2</b> Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p><b>Week 3</b> Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p><b>Week 4</b> Children are confident to try new activities, and say why they like some activities more than others</p> <p><b>Week 5</b> They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p><b>Week 6</b> To solve problems and misunderstandings, amongst my peers independently</p>	<p><b>Week 1</b> They say when they do or don't need help.</p> <p><b>Week 2</b> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p><b>Week 3</b> They adjust their behaviour to different situations, and take changes of routine in their stride</p> <p><b>Week 4</b> They work as part of a group or class, and understand and follow the rules</p> <p><b>Week 5</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable</p> <p><b>Week 6</b> Explains own knowledge and understanding, and asks appropriate questions of others.</p>	<p><b>Week 1</b> Understanding the importance of healthy food choices including basic hygiene, dressing.</p> <p><b>Week 2</b> Work and play cooperatively and take turns with others. Recap on rules.</p> <p><b>Week 3</b> MFB-Talk about how they and others show feelings / behaviour / consequences</p> <p><b>Week 4</b> Show sensitivity to their own and to others' needs.</p> <p><b>Week 5</b> Continue with showing resilience, independence, perseverance. They say when they do or don't need help</p>	<p><b>Week 1</b> Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>MR-Takes account of one another's ideas about how to organise their play and adjust</p> <p><b>Week 2</b> SCSA-Confident to speak about their ideas, needs, wants, interests, opinions</p> <p><b>Week 3</b> MFB-Talk about how they and others show feelings / behaviour / consequences</p> <p><b>Week 4</b> Can describe self in positive terms and talk about abilities. Initiates conversations, attends to and takes account of what others say.</p> <p><b>Week 5</b> Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p><b>Week 6</b> <b>Week 7</b></p>

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<p><b>CL</b></p>	<p><b>Week 1-3</b> -Listens to others one to one or in small groups, when conversation interests them. -Can retell a simple past event in correct order (e.g. went down slide, hurt finger) <b>Week 4+5</b> -Understands use of objects (e.g. "What do we use to cut things?")  -Using vocabulary focused on objects and people that are of particular importance to them.  <b>Week 6+7</b> -Using more complex sentences to link thoughts (e.g. using and, because).  <b>Week 8</b> <b>Consolidation</b> <b>Take observations/ incidentals</b></p>	<p><b>Week 1+2</b> -Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. -Speaking in more complex sentences. <b>Week 3+4</b> -Responds to simple instructions, e.g. to get or put away an object. -Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. <b>Week 5+6</b> -Listening to stories with increasing attention and recall. -Builds up vocabulary that reflects the breadth of their experiences.</p>	<p><b>Week 1+2</b> -Focusing attention – still listen or do, but can shift own attention. - Use a range of tenses - Use talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.' <b>Week 3+4</b> -Use intonation, rhythm and phrasing to make the meaning clear to others. <b>Week +-6</b> - Begin to understand 'why' and 'how' questions -Question why things happen and gives explanations. Ask e.g. who, what, when, how. To give an independent recount of events, experiences and stories</p>	<p><b>Week 1+2</b> -Is able to follow directions (if not intently focused on own choice of activity). - Uses intonation, rhythm and phrasing to make the meaning clear to others. <b>Week 3+4</b> Understand 'why' and 'how' questions. - Responds to instructions involving a two-part sequence. -Understands humour, e.g. nonsense rhymes, jokes. -Uses vocabulary focused on objects and people that are of particular importance to them. <b>Week 5+6</b> -Uses a range of tenses (e.g. play, playing, will play, played). -Able to follow a story without pictures or props. -Builds up vocabulary that reflects the breadth of their experiences.</p>	<p><b>Week 1+2</b> Make comments about what they have heard and ask questions to clarify their understanding. <b>Week 3+4</b> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions (with modelling and support from their teacher). <b>Week 5+6</b> Offer explanations for why things might happen, making use of recently used vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p><b>Week 1+2</b> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <b>Week 3+4</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary <b>Week 5+6</b> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions (with modelling and support from their teacher). <b>Week 7+8</b> Consolidation</p>
<p><b>PD</b></p>	<p><b>Week 1+2</b> Settling in 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.  <b>Week 3</b> To manipulate malleable materials with more control and to begin to make representations of real life objects .i.e animals, toys etc.  <b>Week 4</b> Moving and Handling- To use a tripod grip when holding writing tools, and mark making equipment.  <b>Week 5</b> Begins to form recognisable letters.  <b>Week 6</b> Dresses independently and understands equipment/tools have to be used safely.</p>	<p><b>Week 1+2</b> Movement - Using simple movement patterns and to vary the rhythm, speed, level and direction of their movements.  <b>Week 3+4</b> Healthy lifestyle- Children recognising their emotions and how their body feels when still and when exercising.  <b>Week 5+6</b> Experiments with different ways of moving</p>	<p><b>Week 1+2</b> Movement - Using simple movement patterns and to vary the rhythm, speed, level and direction of their movements.  <b>Week 3+4</b> Healthy Lifestyle – Children recognising their emotions and how their body feels when still and when exercising.  <b>Week 5+6</b> Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p><b>Week 1</b> Uses simple tools to effect changes to materials.  <b>Week 2</b> Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.  <b>Week 3</b> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks  <b>Week 4</b> Handles tools, objects, construction and malleable materials safely and with increasing control.  <b>Week 5</b> Experiments with different ways of moving. Jumps off an object and lands appropriately  <b>Week 6</b></p>	<p><b>Week 1</b> Demonstrate strength, balance and coordination when playing; <b>Week 2</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  <b>Week 3</b> Use a range of small tools, including scissors, paint brushes and cutlery; <b>Week 4</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; <b>Week 5</b> Begin to show accuracy and care when drawing.</p>	<p><b>Week 1+2</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; <b>Week 3+4</b> Begin to show accuracy and care when drawing. <b>Week 5+6</b> Negotiate space and obstacles safely, with consideration for themselves and others <b>Week 7</b> Consolidation</p>

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				Health and self-care ; Beginning to show some understanding with regard to health and hygiene i.e. why we wash hands and brush our teeth and eat healthy foods. Eats a healthy range of foodstuffs and understands need for variety in food.		
<b>Maths</b>	<p><b>Week 1-3</b> BASELINE – NFER Consolidate on last term Nursery maths.</p> <p><b>Counting:</b> chant numbers in order from 1-10, then 20 and beyond (GD)</p> <p><b>Recognise numbers:</b> 0-10 and 11-20 (GD) <b>2D shapes:</b> square, triangle, rectangle, circle. GD (rhombus, oval, semi-circle</p> <p><b>Week 4-6</b> <b>Understanding number value using 10 frame:</b> make numbers 1-10 through investigation and exploration i.e. 1.What does the numeral look like? 2.How can I show it on my fingers 3.What does it look like on a 10 frame? 4.Can I find that many from a group i.e. Give me 2, 3 teaspoons etc. 11-20 (GD)</p> <p><b>Week 7</b> <b>2D shapes:</b> square, triangle, rectangle, circle. GD (rhombus, oval, semi-circle</p> <p><b>Week 8</b> Consolidation and assessment week</p> <p><b>All of term 1's work will be revisited all year round!</b></p>	<p><b>Week 1</b> <b>Revisit Counting and recognising numbers:</b> For chn who need it <b>Repeated patterns</b> <b>Number:</b> matches numeral and quantity correctly of 1-5, make numbers 5,6,7,8,9 and 10 through investigation and exploration and <b>writing.</b></p> <p><b>Week 2- more/fewer</b> Comparing amounts, more/less/fewer/equal Introduction to more than practically (GD 2 more than)</p> <p><b>Week 3</b> Introduction to addition. Bonds to 5.</p> <p><b>Week 4</b> Positional language</p> <p><b>Week 5</b> Weight &amp; capacity</p> <p><b>Week 7</b> Consolidation and assessment week</p> <p>Number bonds/problem solving as starters</p> <p><b>Problem solving every Friday/starter</b></p>	<p><b>Week 1</b> Recap on number/doubling Starter: Continue Counting also counting backwards</p> <p><b>Week 2 - Less than</b> Starter: comparing quantities Introduction to less than practically (GD 2 less than)</p> <p><b>Week 3 - Subtraction</b> To introduce subtraction practically</p> <p><b>Week 4 – Length</b> Starter: Composition/Decomposition of shapes. Greater Depth; To see 2D faces in 3D shapes i.e. I can see a cube has 6 squares (-ed faces) in it.</p> <p>Length</p> <p><b>Week 5 - Measure</b> Height</p> <p><b>Week 6</b> Consolidation and assessment week</p> <p><b>Problem solving every Friday/starter</b></p>	<p><b>Week 1</b> Number - matches numeral and quantity correctly of 1-10 (Number recognition of numerals 1-20, To revisit number bonds of numbers 0-10 GD-begin to see the pairs of numbers to make a total.</p> <p><b>Week 2</b> Addition To develop addition taught in T1 and T2.To use addition, add and altogether to talk about number bonds.</p> <p><b>Week 3</b> Introduce doubling numbers up to 5+5</p> <p><b>Week 4</b> Starter: Counting in 5's Introduce sharing practically (equal sharing)</p> <p><b>Week 5</b> <b>Repeated patterns and patterns</b> of numbers – odds and evens. Walk around environment.</p> <p><b>Week 6</b> Consolidation and assessment week</p> <p><b>Problem solving every Friday/starter</b></p>	<p><b>Week 1</b> Continue counting up to 20+ Continue counting one number to one object.</p> <p><b>Week 2</b> Subitise (recognise quantities without counting) up to 5;</p> <p><b>Week 3</b> Number bonds to 5</p> <p><b>Week 4</b> Number bonds to 10</p> <p><b>Week 5</b> Subitise (recognise quantities without counting) up to 5;</p> <p><b>Problem solving every Friday/starter</b></p>	<p><b>Week 1</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p><b>Week 2</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><b>Week 3</b> Sharing, distributing equally</p> <p><b>Week 4</b> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p><b>Week 5</b> Starter: Number bonds</p> <p><b>Week 6+7</b> Consolidation and assessment week</p> <p><b>Problem solving every Friday/starter</b></p>

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<p><b>Literacy</b></p>	<p><b>Reading- Week 1-8</b> I retell stories in detail and talk about the story settings (where), characters in the story (who) and events.</p> <p>RWI daily/comprehension through daily story time.</p> <p>*To know most Set 1 sounds and blend orally *Links sounds to letters, naming and sounding the letters of the alphabet. *Begin to apply phonic knowledge and skills to decode words * To explain the main events in a story.(ongoing) *To demonstrate understanding of what they have read. * Listen to a wide range of poems, stories and nonfiction texts. * To continue a rhyming string.</p> <p><b>Writing</b> Explain their marks and beginning to write their own name and numbers.</p> <p><b>Week 1-2</b> Initial sounds of name and name writing</p> <p><b>Week 3</b> Draw a picture of their family and label members of the family</p> <p><b>Week 4+5</b> Label parts of the body and labelling baby items.</p> <p><b>Week 6+7</b> Write using sounds – things that they can do no they are no longer babies i.e. jump, talk, run Write words describing how things feel (linked with UTW)</p> <p><b>Week 8</b> Assessment and consolidation</p>	<p><b>Reading- Week 1-7</b> I segment the sounds in simple words and blend them together. I am speaking in longer and more complex sentences, and need reminders to not only answer in single words.</p> <p>RWI daily/comprehension through daily story time.</p> <p>*To know most Set 1 sounds and blend orally *Links sounds to letters, naming and sounding the letters of the alphabet. *Begin to apply phonic knowledge and skills to decode words * To explain the main events in a story.(ongoing) *To demonstrate understanding of what they have read. * Listen to a wide range of poems, stories and nonfiction texts. * To continue a rhyming string.</p> <p><b>Writing</b> To write CVC words i.e. cat, shop, see, the etc.</p> <p><b>Week 1+2</b> Describing fireworks with words and simple phrases. Describe an autumn scene using phonetic knowledge (linked with UTW and harvest)</p> <p><b>Week 3-6</b> Make a birthday card and write the greeting. Label animals from the Chinese New Year tale using phonic knowledge. Write a letter to Santa using phonic knowledge</p>	<p><b>Reading- Week 1-7</b> I continue to daily practice my RWI reading at home too and also listen to bed time stories every day.</p> <p>RWI daily/comprehension through daily story time.</p> <p>*To know most Set 1 sounds and blend orally *Links sounds to letters, naming and sounding the letters of the alphabet. *Begin to apply phonic knowledge and skills to decode words * To explain the main events in a story.(ongoing) *To demonstrate understanding of what they have read. * Listen to a wide range of poems, stories and nonfiction texts. * To continue a rhyming string.</p> <p><b>Writing</b> I am beginning to write phrases/sentences with more independence and confidence. I need opportunity to begin to write to build my confidence i.e. shopping lists, Cards, letters etc.</p> <p><b>Week 1-4</b> Labelling doctor’s equipment. Create a wanted poster. Writing a letter or postcard. Label fire-fighters equipment.</p> <p><b>Week 5</b> Order/ write instructions on how to brush teeth</p> <p><b>Week 6</b> Write labels for pet care equipment. Write simple sentences about pet care.</p>	<p><b>Reading- Week 1-3</b> RWI daily/comprehension through daily story time.</p> <p>*Find all or most set 1 and 2 graphemes when given the sound. (see RWI-ongoing) *Be able to blend and read cvc words(using set1 and 2 graphemes) (see RWI)</p> <p>*Begin to apply phonic knowledge and skills to decode words * To explain the main events in a story.(ongoing) *To demonstrate understanding of what they have read. * To continue a rhyming string.</p> <p><b>Reading- Week 4-6</b> RWI daily/comprehension through daily story time.</p> <p>*Begin to apply phonic knowledge and skills to decode words *Be able to read the red words (see RWI) * To continue a rhyming string.</p> <p><b>Writing Week 1-3</b> *To write short sentences in meaningful context. Sentences may be written phonetically. * To continue a rhyming string.</p> <p><b>Writing Week 4-6</b> *To write labels and captions</p>	<p><b>Reading- Week 1-2</b> RWI daily/comprehension through daily story time. Consolidation of previous terms key objectives.</p> <p>*Find all or most set 1 and 2 graphemes when given the sound. (see RWI ongoing) *Be able to read the red words (see RWI) *To demonstrate understanding of what they have read. * To continue a rhyming string. (focus on poetry)</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p><b>Reading- Week 3-4</b> RWI daily/comprehension through daily story time.</p> <p>* Gives the sound when shown all or most of the set 1 and 2 and graphemes (see RWI) summer 1 *Be able to read the red words (see RWI) *Begins to read simple sentences. *To continue a rhyming string.(focus on poetry) *To demonstrate understanding of what they have read.</p> <p>Anticipate – where appropriate – key events in stories;</p> <p><b>Writing Week 1-4</b> Writing: To write simple sentences, with some words spelt phonetically, which can be read by myself and anyone else. * To adapt the ending of a traditional/familiar Tale *To continue a rhyming string.(focus on poetry)</p>	<p><b>Reading- Week 1-4</b> RWI daily/comprehension through daily story time.</p> <p>*Be able to read the red words (see RWI) * Continues a rhyming string *Begins to/reads simple sentences and irregular words. *To read simple short stories. *To demonstrate understanding of what they have read. *To continue a rhyming string.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p><b>Reading- Week 5-7</b> RWI daily/comprehension through daily story time.</p> <p>*Begins to/reads simple sentences and irregular words.</p> <p><b>Writing Week 1-4</b> *To writes simple sentences, with some words spelt phonetically. To write some irregular words. *To continue a rhyming string.(focus on poetry) <b>Genre:</b> recounts lists, labels, captions, non-fiction text, narratives.</p> <p><b>Writing Week 5-7</b> *To writes simple sentences, with some words spelt phonetically. To write some irregular words. *To adapt the ending of a traditional/familiar Tale</p>
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<p><b>UW</b></p>	<p><b>Week 1+2</b> Settling in/baseline assessment Beginning to have their own friends</p> <p><b>Week 3</b> Ourselves, My family. Who are we? Where do we come from? 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</p> <p><b>Week 4</b> Funny bones, myself and body parts. Mrs. Tickle skeleton</p> <p><b>Week 5</b> When I was a baby/growing. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Week 6: consolidation/assessment/booster</p>	<p><b>Week 1</b> Diwali, bonfire night Enjoys joining in with family customs and routines.</p> <p><b>Week 2</b> Guru nanak &amp; remembrance day Recognises and describes special times or events for family or friends</p> <p><b>Week 3</b> Birthdays/naming ceremonies They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Week 4</b> Chinese new year They know that other children don't always enjoy the same things, and are sensitive to this</p> <p><b>Week 5:</b> Eid Recognises and describes special times or events for family or friends.</p> <p><b>Week 6+7</b> Christmas The Christmas story 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</p> <p><b>Week 8</b> consolidation week/assessment/booster</p>	<p><b>Week 1</b> Introduction to PWHU, school, home Shows interest in different occupations and ways of life.</p> <p><b>Week 2</b> Doctors Recognises and describes special times or events for family or friends</p> <p><b>Week 3</b> Police Set up a crime scene investigation Shows interest in the lives of people who are familiar to them</p> <p><b>Week 4</b> Post office Remembers and talks about significant events in their own experience.</p> <p><b>Week 5</b> Fire fighters Enjoys joining in with family customs and routines.</p> <p><b>Week 6</b> Dentist Healthy eating Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <p><b>Technology:</b> Recording using different technology i.e; cameras and voice recorders</p> <p>Using technology appropriately</p>	<p><b>Week 1</b> Farm animals Shows care and concern for living things and the environment.</p> <p><b>Week 2</b> Jungle/wild animals Looks closely at similarities, differences, patterns and change</p> <p><b>Week 3</b> Sea animals Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p><b>Week 4</b> TVHC, butterfly life cycle/ Looks closely at similarities, differences, patterns and change</p> <p><b>Week 5</b> mother's day TVHC, butterfly life cycle/ Looks closely at similarities, differences, patterns and change</p> <p><b>Week 6</b> Easter The Easter story Enjoys joining in with family customs and routines.</p>	<p><b>Week 1</b> Jack &amp; the beanstalk Planting Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Week 2</b> The three little pigs Materials Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Week 3</b> Goldilocks Cooking/baking Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p><b>Week 4</b> The gingerbread man Cooking/baking Understand the past through settings, characters and events encountered in books read in class and storytelling Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p><b>Week 5</b> Little red riding hood Stranger danger Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>	<p><b>Week 1</b> Food around the world Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>Week 2</b> Music around the world Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p><b>Week 3</b> Animals around the world Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p><b>Week 4</b> Hot and cold countries Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (ice melting)</p> <p><b>Week 5-7</b> Transition 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.</p>
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<p><b>EAD</b></p>	<p><b>Week 1-3</b> Create simple representations of events, people and objects Realise tools can be used for a purpose Explore what happens when they mix colours. (making self-portraits) Begins to build a repertoire of songs and dances. Explore the different sounds of instruments (copying rhythms, fred games, identifying the instrument)</p> <p><b>Week 4-5</b> Beginning to be interested in and describe the texture of things. (feely bag) Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Draw on different surfaces and coloured paper To be able to name shapes, textures and colours</p> <p>To be able to hold and use drawing tools correctly</p> <p><b>Week 6-7</b> Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose.</p>	<p><b>Week 1-3</b> Experiment to create different textures. Understand that different media can be combined to create new effects. ( making fireworks) Manipulate materials to achieve a planned effect.(making diya lamps) To explore in developing range of mark makings using fingers, brush, sticks, feathers</p> <p><b>Week 4-5</b> Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately (using chopsticks, scissors, tapes etc.) To explore in developing techniques such rolling, splashing, dripping on different surface</p> <p><b>Week 6</b> Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. (Dragon dance for Chinese New year. Music and dance related to different festivals, practicing for Christmas concert. ) To develop language relating to paint and colour</p>	<p><b>Week 1-2</b> Understand that different media can be combined to create new effects. Manipulate materials to achieve a planned effect. Construct with a purpose in mind, using a variety of resources. (Making handcuffs, walkie talkies, wanted posters, designing stamps, finger prints, wrapping parcels, making fire collage. Fire engines etc)</p> <p><b>Week 3-4</b> Select appropriate resources and adapts work where necessary. Select tools and techniques needed to shape, assemble and join materials they are using. (junk modelling) To develop simple patterns by using objects</p> <p><b>Week 5-6</b> Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme (Role play about People who help us – crime scene set up, doctor’s surgery, fire station, post office and post person-delivering parcels, vets etc ) To be explore in taking rubbings of leaf, brick, coin To be able to discuss the names of shapes, patterns and textures</p>	<p><b>Week 1-3</b> Working in 3D Using plasticine, Playdough and pottery clay to make 3D fruits with and without support to make minibeasts from salt dough/ collage-link to 3d maths. Building minibeast hotels, making a minibeast, building. To make a final fruit from clay, and to paint using representational colours- UTW healthy eating focus..</p> <p><b>Week 4-6</b> (ongoing with dance/singing aspects) Being Imaginative: Continuous Provision; role play, dressing up, small world, dinosaurs and construction. To play in these areas with more independently (oracy) C&amp;L/Speaking: Introduces a storyline into their play taking some account of what others are saying.</p> <p><b>Weeks 4-6</b> (ongoing as with drama aspects) Music :BI- Continuous Provision Chn sing songs daily, make music and dance and experiment with ways of changing them</p>	<p><b>Week 1-2</b> Safely use and explore a variety of materials, tools and techniques, experimenting with design, texture, form and function (EMM) - a fairy-tale house/castle. To represent their own ideas, thoughts and feelings through music and dance (BI)</p> <p>To make representations of plants using mixed media i.e. painting-, collage-, printing and sculpting. To plan a final art work of own choice Fruit printing, collage with natural objects .Chromatography, oil printing. Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p><b>Artists:</b> Van Gogh, Monet, O keefe Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Week 3-4</b> Being Imaginative: Continuous Provision; role play, dressing up, small world, dinosaurs and construction. To play in these areas with more independently (oracy) C&amp;L/Speaking: Introduces a storyline into their play taking some account of what others are saying. Music: BI-Continuous Provision Chn sing songs daily, make music and dance and experiment with ways of changing them indoors and out. Small group role play linked to focus books.</p> <p><b>Artists:</b> BBC Learning zone-drama to music-Red Riding Hood.</p>	<p><b>Week 1-3</b> Sing a range of well-known nursery rhymes and songs <b>Being Imaginative:</b> <b>Continuous Provision;</b> I develop my own game or story in my play by using my own ideas/or playing out events of my experience <b>Music: BI-Continuous Provision</b> Chn sing songs daily, make music and dance and experiment with ways of changing them indoors and out</p> <p>EAD/TW To make representations of nature using mixed media i.e. painting-, collage-,drawing, printing- skills, nature art and sculpting. Using 3d boxes and junk to create different transport</p> <p><b>Artists:</b> James Brunt, Anthony Gormley, Damien Hirst, Sarah Lucas-Tate gallery virtual tours</p> <p><b>Week 4-6</b> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>To spend time collecting natural objects and found objects-(beach coming during our seaside visit). Plan, arrange and adjust designs- in groups, partners and independently. Children take photographs of art works</p> <p><b>TECH/UTW</b> To plan a final art work of own choice. Looking at different environments as a stimulus: forest/ parks/ city landscape-focus London , water-beach</p> <p><b>Artists ongoing-</b> James Brunt, Anthony Gormley, Damien Hirst, Sarah Lucas-Tate gallery virtual tours</p> <p><b>Week 7</b> Transition-last week of term-children assess their own work and make adjustments. They add/adjust work/projects-upcycling their projects. They present their creations to the class.</p>
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Vicarage Reception Curriculum Map 2022-23

<p><b>Books</b></p>	<p><b>Focus text for the term:</b>                  Funny Bones, My five senses, Owl babies, All about Me manager, termly and sims assessment, termly</p>	<p><b>Focus text for the term:</b>                  Your Faith book series, Chinese New Year (Catharine Chamber), Spots Birthday Party, Kipper's Birthday</p>	<p><b>Focus text for the term:</b>                  Jolly Postman, People Who Help Us series (Rebecca Hunter)</p>	<p><b>Focus text for the term:</b>                  Hungry caterpillar, The Bad tempered ladybird Farmer Duck Dear Zoo, Non-fiction sea creatures/life cycle of frog</p>	<p><b>Focus Text for the term:</b>                  Goldilocks Jack and the beanstalk                  Gingerbread Three little Pigs The Three Billy Goats Gruff Billy the bus and the great tour of London – Paddington goes to the palace Handa's Surprise Balloon for Granddad Non-fiction books Atlas</p>	<p><b>Focus Text for the term:</b>                  Non-fiction books Atlas                  Around the world books                  Food, music animals, weather</p>
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