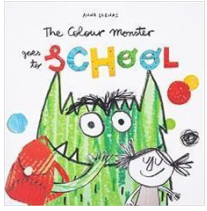
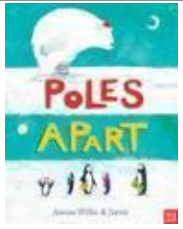
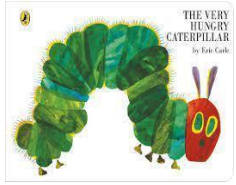
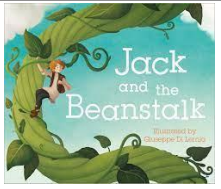
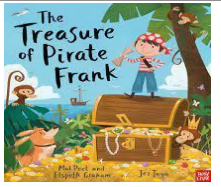
EYFS Curriculum Map

To become a **Confident Communicator** who listens carefully in different situations, is confident to talk to friends and adults in full and correct sentences, joins ideas using conjunctions, asks questions about the world and is keen to learn and use new vocabulary to share their ideas	To become an **Independent Individual** who has a growth mindset, selects their own resources, can manage their own personal needs independently and confidently and knows how to stay fit and healthy.	To become a **Fantastic Friend** who is kind, caring and helpful, shows empathy and respect to others, works and plays co-operatively whilst considering others' ideas and feelings: Being Kind, Safe and Responsible	To become an **Amazing Athlete** who can: show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment and can assess risks
To become a **Talented Tool User** who can hold a pencil effectively and uses a range of tools (for example scissors, cutlery, paintbrushes, tweezers, sewing needles) safely and with confidence	To become a **Brilliant Bookworm** who enjoys listening to stories, loves reading, is confident to read aloud and loves to talk about the books they have engaged with: applying the new vocabulary and story language they have learnt from books in their play and creating their own versions of stories	To become a **Wow Writer** who seeks out writing for a range of purposes, forms letters correctly, and is proud to write words and simple sentences that can be read by others	To become a **Master of Maths** who enjoys working with numbers and can: show a deep understanding of numbers to 10; recognise patterns within the number system; subitise; compare quantities and recall number bonds to 5
To become an **Exceptional Explorer** who can show curiosity about the world around them, who understands how to read and draw a simple map and is able to talk about differences in the past and present using pictorial evidence to support their judgements	To become a **Compassionate Citizen** who can help to look after their community and care for the environment, knows some reasons why the local area is special and has an awareness of other people's cultures and beliefs	To become a **Proud Performer** who has the confidence speak to an audience, can retell stories with expression and confidence and plays a range of percussion instruments correctly and with good rhythm	To become a **Dynamic Designer and Amazing Artist** who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it and is proud to share their achievements

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superhero Me!  Do you know just how super you are? You can do amazing things and finding out what makes you and your new class friends unique will help you to understand the similarities and differences between you and how that makes you so amazing. In this topic you will learn all about you, your new friends and you will get to bring your families to school for a morning to see what a super learner you are!	Celebrations  What celebrations are there? Why do we have celebrations? Do you know there are many different celebrations? This topic will explore the celebrations of Bonfire Night, Diwali and Christmas. It will help you to understand the similarities and differences and learn the stories behind these festivals.	Exciting explorers  Have you ever wanted to go on an adventure? Would you like to explore new places and discover new lands? In this topic you will learn everything you need to become a fearless explorer. You will find out about explorers here on earth and in space and watch the first moon landing!	Minibeasts galore!  Have you ever wondered what is living at the bottom of your garden? Do you know where a butterfly has come from? In this topic you will learn all about the wonderful world of minibeasts ready for your work on habitats in Year 1.	Get growing!  Have you ever wondered how a sunflower got to be so tall? Do you look the same now as when you were born? How have you changed and what have you achieved? In our wonderful world lots of changes happen to the plants, the creatures and to you. We will take a close look at how things change.	Proud Pirates!  Have you ever wanted to become a pirate? Do you know who the most famous pirate of all was? Have you ever made a pirate ship that can float or followed a map to reveal hidden treasure? In this topic you will learn everything you need to become a perfect pirate as we travel the high seas looking for adventure!
Book Hook	 The Worry Monster Goes to School Anna Llenas	 Rama and Sita by Jay Anika	 Poles Apart by Jeanne Willis	 The Hungry Caterpillar by Eric Carle	 Jack and the Beanstalk DK (Traditional tale)	 The Treasure of Pirate Frank by Elspeth Graham

Expected link texts/rhymes/ traditional tale/ fairy story	Heads Shoulders Knees and Toes (Rhyme) Cinderella (Traditional Tale) (PSHE - being kind)	The Christmas Story DK Remember remember the 5th November (Rhyme)	My First Arctic Encyclopaedia by Simon Holland The way back home/ How to catch a star Oliver Jeffries The Animals went in Two by Two (Rhyme)	Mad About Minibeasts! by Giles-Andreae Incy Wincy Spider - (Rhyme) Why the Spider has Long Legs (Traditional African Folk Tale)	Oliver's Vegetables by Vivian French Mary Mary Quite Contrary (Rhyme) The enormous Turnip (Traditional Tale)	The Big Picture Atlas by Emily Bone - The Big Ship Sails on the Ally Ally Oh (Rhyme)
RE link texts/ Multicultural stories	**Christianity** What a Beautiful Name by Scott Ligertwood	**Hinduism** My Raksha Bandhan: Promise to Protect by Priya Kumari	**Christianity** When God Made the World by Matthew Paul Turner **Islam** Pigeons on a Pilgrimage by Rabia Bashir	**Islam** The Proudest Blue by Ibtihal Muhammed	**Buddhism** A Handful Of Quiet by Thich Nhat Hanh	**Judaism** Near: Psalm 139 by Sally Lloyd-Jones
Role Play	School / Home	Santa's Grotto	Explorers basecamp or Spaceship/station	Hungry Bug's Cafe	Garden centre	Pirate ship
Educational visits	Woodland/ forest school visit	Church visit	Paignton Zoo	Recycling workshop DCC	Allotment / Garden centre	Beach trip
Wow moment to start the topic	Parents in / grandparents to talk about their learning / jobs	Having a party	Explorer's kit arrives - what is it - who is it for? r	Ugly Bug Ball	Giant's footsteps (J and the B Stalk)	Letter from Pirate Pete
Planned learning	**Seasons walk** season, autumn, summer, winter, spring, weather, temperature, rain, snow, hail, ice, change, tree, hill, valley, stream, trunk, leaf, bush, plant, rain, sunshine, cloud, wind, heavy, light, strong, snow, ice, temperature, cold, warm, hot, Compare changes (History/ Science) **Forest School** Identifying trees and insects (Science) trunk, leaf, branch, twig, roots, blossom, fruit Discussing seasonal changes and reflecting on changes in weather (Science/ History) rain, snow, sun, wind, cold, warm, hot, mild, temperature Looking after the environment (PSHE) environment, litter, care, wildlife, pollution Discussing the weather and how we are making sure we are warm/ hydrated etc (PSHE) layers, sun, protect, cold, hot, hydrate, drink, warmth How we keep ourselves safe (PSHE) safe, danger, risk, assess, protect, care, balance, prevent, rules					

	Balancing and moving (PE) balance, move, avoid, lift, bend, safe Sharing and team work (PSHE) turns, share, rules, wait, patience, kind, help, support					
	Retelling stories – stage (Literacy) vocabulary from texts as per cohort Local woodland – what can we see / feel etc (Can be on site) Start point for seasons walks season, autumn, summer, change, tree, hill, valley, stream, trunk, leaf, bush, plant What are rules - Why do we have them? What are the rules for crossing the road? Learning the rules of the setting (PSHE) rules, respect, kind, unkind, feelings, upset, road, vehicle, crossing, pedestrian What in our area is near/ far? Place Modbury on a map of the UK Local area walk and look at buildings (Geog/ Science/ History) near, far, distance, travel, compare, roof, wall, window, tiles thatch, chimney, plastic, wood, brick, tile, straw, thatch,	Retelling stories – stage (Literacy) vocabulary from texts as per cohort Special events in our lives- how did you celebrate? (History & RE) Christmas/ fireworks night/ Diwali - make links past, future, present, same, change, yesterday, tomorrow, next week, next month, special, celebration, event, light Learning Christmas songs (Music) emotion, colour, images, feelings, song, melody, pulse, lyrics, perform, rhythm, pitch, effect, beater, shaker, sound, pitch, rhythm, copy, pattern, repeat, instrument, high, low, level Retelling Nativity story with vocabulary from story (Literacy) Jesus, donkey, travel, inn, shepherd, wise men, gifts, star, shining, bright, follow, baby, worship Light and Dark: children use torches to explore light and dark.	Retelling stories – stage (Literacy) vocabulary from texts as per cohort Design an outfit – Children to design the perfect outfit for an explorer (DT) Explore cutting fabrics and different joining techniques material, purpose, effective, join, waterproof, properties, absorbent, cut, join, tension, staple, glue, stitch, suitable, effective Learn joining techniques to junk model props (DT) fold, join, hinge, tab, flange, split pin, stick, join, cover, reveal, method, effective, purpose, improve, material, tape, glue, staple, stitch Use I pads to take photos of learning photo, focus, subject, background What is an explorer? (History/ Geography)	Retelling the story (Literacy) vocabulary from texts as per cohort Learn Easter songs (Music) emotion, colour, images, feelings, song, melody, pulse, lyrics, perform, rhythm, pitch, effect, beater, shaker, sound, pitch, rhythm, copy, pattern, repeat, instrument, high, low, level Make up dances for Ugly Bug Ball (PE) travel, move, join, still, stimulus, position, balance, fast, slow, soft, smooth, jerky, Easter nests – melting (Science) melt, freeze, solidify, change, liquid, solid, heat, cool, warm Bug hunt - where do minibeasts live? Science insect, spider, habitat, home, local, nest,	Retelling the story (Literacy) vocabulary from texts as per cohort Planting a seed. Writing a list of things needed to grow a seed. Children plant a seed. (Science & History) first, next, then, last, finally, before, after, plant, seed, compost, water, grow, seedling, leaf, stem, root The lifecycle of a Butterfly sequencing/ making zigzag books- relating to our class butterflies. (Science & History) first, next, then, last, finally, before, after, (History) caterpillar, butterfly, chrysalis, grow, change, wings, egg Explore different fruits from around the world – place on a map What is near/ far? (Geography) near, far, distance, travel, compare,	Retelling the story (Literacy) vocabulary from texts as per cohort Draw a map of Pirate Small world from above (Geography/ Maths) in front of, behind, next to, birds eye Map reading: plotting treasure on a map with simple symbols (Geography) birds -eye view, map, ocean, sea, land, coast, key Pirates as travellers (History) Where did they go and why? Stories and books pirate, ship, ocean, sea, treasure, journey, sail, land Pirate Ships: Floating and sinking. Which materials are good for a pirate ship? (Science) waterproof, absorbent, light, heavy, sink, float, buoyant

	concrete, tarmac, glass, metal Looking closely at our features: individual characteristics How do we know how people feel? (PHSE & Science) face, eyes, ears, nose, arms, legs, hands, feet, same, different hair, taller, shorter, foot/feet, leg, knee, ankle, arms, hands, fingers, wrists, elbows, hips, stomach, back, neck,head, calm, angry, sad, happy, excited, comfortable feelings, uncomfortable feelings, affect, positive, negative, consequence What I can do/ goal setting. Looking at individual special skills / occupations (PHSE & RE) good, skill, job, goal, achieve, persevere, challenges,occupation, help, strength, target Baby it is you: do you still look the same as when you were a	(Science) light, dark, colour, shade, colour names, shape, dull, bright Planning a party Design and make food for a party . Would it be the same in all countries? (DT) design, evaluate, purpose, improve, healthy, taste, sweet, sour, savoury Compare photos of Christmas now and in the past (History) same, different, similar, identical, unusual, observation, change, decorations, light Internet safety and how we communicate using the internet (PSHE/ Computing) internet, you tube, private information, communicate, email, chat, safe, trusted Compare Christmas stories – what is the same and different about the characters? (PSHE/ History) same, different, similar, identical, unusual, observation, character Why do Christians perform a Nativity at Christmas? F2 (RE) celebration, advent, nativity, Jesus, incarnation	explore, travel, journey, destination, return, adventure, country, land, ocean, discover Use Google Earth to explore where we are in relation to the Poles and to track the journey of the penguin (Geography/ Computing) birds -eye view, map, computer, technology, whiteboard, screen, navigate, satellite Compare our countries with others in the story (Geography) hot, cold, same, different, similar, wet, dry, weather, difference, similarity, seasons, landscape, buildings, village, city Place animals (from story) on a world map (Geography) birds -eye view, map, land, sea, ocean, coast, North Pole, South Pole, Arctic, Antarctic, habitat, coral ice, snow, mountain, forest, desert	web, worm, arachnid, dark, damp Make and sketch bug homes (DT/ Maths/ Science) home, local, nest, web, worm, arachnid, dark, damp (Maths vocab in maths section) Why do we have Easter eggs/ Why do Christians put a cross in an Easter Garden? F3 (RE) Easter, spring, palm,life, new, special, cross, palm leaves, Palm Sunday Learn songs, find the pulse, play the rhythm, explore pitch, improvise and compose with voices (Music) emotion, colour, images, feelings, song, melody, pulse, lyrics, perform, rhythm, pitch, effect, beater, shaker, sound, pitch, rhythm, copy, pattern, repeat, instrument, high, low, level Easter cards with flap/ hinge (DT/ PD/ RE)	British, explore, travel, journey, destination, return, adventure, country, land, ocean, discover Senses: Children use their senses to feel, smell, look at and listen to a range of objects. Healthy eating – fruit tasting cutting skills (DT/ PD/ Science) rough, smooth, bumpy, hard, slimy, squashy, sharp, sour, bitter, sweet, salty, savoury, crunchy, lumpy, cut, chop, knife, safe What makes up a healthy diet? (PSHE) The importance of tooth brushing. carbohydrate, fruit, vegetables, starch, sugar, protein, fat, healthy, unhealthy, treat, brush, toothpaste Fruit and Veg Head (Access Art) model, feature, attach, mould, roll, pinch, twist, cut, carve, squash	Design a Pirate Ship: Using construction to design and build a suitable ship for a pirate. Waterproofing (DT/ Science) Hard, soft, rough, smooth, shiny, dull, stretch, bendy, stiff waterproof, absorbent, hard, flexible, design, evaluate, purpose, improve, joining, material, tape, glue, staple, stitch Diving for treasure – Look at videos of diving and explore technology used (Computing) computer, ipad, technology, whiteboard, screen, diving, navigate, satellite Programme Beebots on a treasure map (Computing/ Maths) in front of, behind, forwards, backwards, left, right, birds eye, algorithm, programme,

	baby? What about our teachers? (History & Science) grow, change, baby, child, teenager, adult Observational drawing Finding circles- discovering shapes in the environment - collect in sketchbooks (Art) Access Art Focus Art piece - Composition VIII Kadinsky shape names, sketch, observe, observation, 2D , 3D, shape, corners, size, colour Autumn floor textiles (Art) Access Art wax, rubbing, resist, colour, fabric, mixing, autumn, shades Friendships: thinking about our new friends and what makes them a friend. (PHSE & RE) forgive, peace, calm, apology, sorry, caring Daily routines – Children to explore their daily routines (PSHE/ Science/ History)	Learn songs, find the pulse, play the rhythm, explore pitch, improvise and compose with voices (Music) emotion, colour, images, feelings, song, melody, pulse, lyrics, perform, rhythm, pitch, effect, beater, shaker, sound, pitch, rhythm, copy, pattern, repeat, instrument, high, low, level, improvise, compose Explorers books - collecting colour (Art) Access Art mix, primary, secondary, materials, straight, wavy, zig-zag, long, short, thin, thick Firework/ Diwali art – primary colours and paint mixing (RE/ Art/ History/ PSHE) primary, secondary, mix, light, dark, visible, fireworks, fire, wind, safety, burn, celebration, (Art): control, line, curved, straight	Icebergs - Freezing and melting – fair test (Science) melt, freeze, solidify, change, liquid, solid, heat, cool, warm Design a vehicle to explore the moon – Look at different types of transport Why do we have them? What is the same and different (DT/ Geography/ History) transport, travel, carry, equipment, inventor, invent, vehicle, train, lorry, bus, ferry, road, air, sea, sky, journey, holiday Obstacle courses to cross the sea Give directions using spatial language -prepositions (PE/ Maths) jump, take off, landing, balance, control, height, soft knees, quiet toes, stillness, over, under, on, beside What is amazing about the world – creation/ Why is the word God so important? F1(RE) create, environment, sacred, worship, special, wonder, place, nature, natural, habitat	fold, join, hinge, tab, flange, split pin, stick, join, cover, reveal Draw pictures on ipads (Computing) line, fill, colour, brushstroke, select, colour, drag	Butterfly print painting (Art/ Maths) symmetry, half, mirror image,paint, print, line, dot, zigzag, swirl Small world farms – what do the animals need? (Science) meat, vegetables, grass, eat, pet, food, survive, water Logging on to Google (Computing) keyboard, mouse, username, password, enter What is money? How do we use it in our role play? (Maths/ PSHE) money, coin, note, pay, job, bank, card, pay, shop, change Which stories are special and why? F6 (RE) important, special, Christian, God, Jesus, care, protect, create Learn songs, find the pulse, play the rhythm, explore pitch, improvise and compose with voices ,	direction, forwards, reverse Giving directions – Left and Right – Pirate maps Using spatial language (Geography/ Maths) in front of, behind, forwards, backwards, left, right, birds eye Reflections – How have we changed and grown this year (PSHE/ History) grow, change, baby, child, teenager, adult past, future, present, same, change Which places are special? Why? F5 What is in our local area that is 'special'. Look at the coast and why it is special. Visit/ reflect on our local church as a special place. (History/ Geography) sea, beach, coast, sand, ocean, seaweed, rockpools, cliff

	first, next, then, last, finally, before, after, at the same time yesterday, last week, last month, day, night, sunrise, sunset, sleep, wake Look at / compare family photos / visits from parents/ grandparents school (History) same, different, similar, identical, unusual, observation mum, dad, sister, brother, family, grandparents, (other names for grandparents) PANTS rule (PSHE) permission, private, touch, feelings, safe, unsafe, uncomfortable Our families – Being special – where do we belong? F4(RE) belonging, belong, family, community, important, job, uniform, club, important, Christian, God, Jesus, protect, family, parents, grandparents, mum,		Learn songs, find the pulse, play the rhythm, explore pitch, improvise and compose with voices (Music) emotion, colour, images, feelings, song, melody, pulse, lyrics, perform, rhythm, pitch, effect, beater, shaker, sound, pitch, rhythm, copy, pattern, repeat, instrument, high, low, level , improvise, compose Imaginary Landscapes (Access Art - Mark making) Collage landscape, collage, paint, mix, primary, secondary, colour,		build riffs (Music) emotion, colour, images, feelings, song, melody, pulse, lyrics, perform, rhythm, pitch, effect, beater, shaker, sound, pitch, rhythm, copy, pattern, repeat, instrument, high, low, level, improvise, compose Draw pictures on ipads changing pen size and colour (Computing) select, colour, font, change, drag, stroke, size, delete	field, hill, river, valley, church, shop, house, road, harbour (RE) prayer, worship, sacred, holy, alter, Bible, cross, wonder, special, place Learn songs, find the pulse, play the rhythm, explore pitch, improvise and compose with voices (Music)song, melody, pulse, lyrics, perform, rhythm, pitch emotion, colour, images, feelings, song, melody, pulse, lyrics, perform, rhythm, pitch, effect, beater, shaker, sound, pitch, rhythm, copy, pattern, repeat, instrument, high, low, level, perform appraise Learn to login to Google Chrome (Computing) keyboard, mouse, username, password, enter

	dad, grandad, grandma, nan, granny, brother, sister, aunt, uncle, cousins, safe, care Harvest Festival and its links to the creation story (RE) create, wonder, amazing, wonderful, creator, harvest, thankful Learn Nursery Rhymes/ explore songs finding the pulse, clapping the rhythm, exploring pitch (Music) emotion, colour, images, feelings, song, melody, pulse, lyrics, perform, rhythm, pitch, effect, beater, shaker, sound, pitch, rhythm, copy, pattern, repeat, instrument, high, low, level					Movement maps and Dancing to Art (Access Art) respond, mark, zigzag, spike,
Reading	We use Little Wandle Letters and Sounds to teach phonics. Our children follow Little Wandle Letters and Sounds Revised, which is a Department for Education validated systematic and synthetic phonics programme. The programme ensures that children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. We develop a love of reading by sharing stories daily and each learning topic is underpinned by a 'book hook' which develops language and helps to provide contextual understanding and prior knowledge for each topic in EYFS. For each of our main texts the children story map and learn the Book Hook(or a section from the text), as a class the text is story mapped and retold to embed the language of the text. The children verbally re-enact and imitate the text so that they can create their own class version to retell. This prepares the children for writing their own stories in Year 1.					
PSHE	Children develop their understanding of P.S.H.E from the onset, not only through their everyday learning, but through carefully planned PSHE lessons which are taken from the PSHE association, independent and guided learning opportunities and contextualised circle times. Children are encouraged and supported to follow our school and live by British Values which underpin the curriculum. Throughout their time in the early years, children have the opportunity to consider their own views and opinions as they are encouraged to consider those of others, for example in Term One when they look closely at their own and					

	each other's families. Through their PE sessions they begin to understand about the importance of physical health and in Spring 1, they learn about eating healthy as an important factor in their own growth and development. Each and every lesson is designed by the nature of its delivery, to support children to strengthen their relationships, self- awareness, self-confidence and develop skills in managing their own feelings and behaviour, making them more mindful of the feelings of their peers.
Science	Throughout their Reception year, children are exposed to core scientific principles, they are encouraged to question the world around them and talk about the observations they make. For example, in Autumn 1 during their 'Superhero Me' topic, they look closely at their own features, they learn about their body and the amazing things it can do. In Autumn 2 they will explore light and dark as part of their learning about Diwali. As part of their 'Explorers' topic, they melt ice blocks, introducing them to the principle of simple tests. When they become pirates, they explore the science of floating and sinking as they make boats with different materials. During our growing topic, the children become young Botanists when they grow plants from a seed and they develop their observational skills as they closely watch them grow and change. Finally, in our minibeasts topic, the children will learn about habitats and the life cycle of minibeasts and frogs.
History	Children in our Reception classes begin to learn the concept of history as they develop an awareness of past events in their own lives. During their 'Superhero Me' topic, they remember special events such as their birthdays and other family events. As part of their 'explorers' topic, they learn about significant explorers in history such as Scott and look at historic picture of explorers and videos of the moon landings Throughout Term 6, children are introduced to the concept of a timeline as look closely at how things change over time including, plants, animals and the chronology of their own lives when they look closely at how they have changed since they were born. Children are introduced to a range of stories which promote discussions such as how lives have changed over time.
Geography	Children in our Reception classes begin to develop their geographical understanding and vocabulary through topics, where they learn that there is a world beyond their own doorstep. Through stories, role-play, small -world play and visits to places such as: the zoo, they begin to understand that there are other countries in the world, developing an early concept of biodiversity. They begin to develop other geographical skills such as mapping and fieldwork, during their 'Proud Pirates' topic where they create their own maps to locate treasure. First- hand experiences and learning outside in the natural environment help them to learn about the importance of caring for our planet and lays the foundations for developing an understanding of physical and human geographical features
Music	Children in in Reception develop knowledge of sound, songs, music and instruments from the very beginning of the year and throughout their time in Reception. They have continual access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. For example, the use of musical instruments in Maths lessons supports children's understanding of pattern, children learn dance as part of their P.E. lessons and in Autumn 2, as part of their 'celebrations' topic children listen to and recreate Traditional Indian music. Children are also introduced to the concept of rhythm and beats during their music sessions.
Art	Children in our Reception classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged not only to express themselves freely by exploring and creating with variety of materials, tools and techniques. They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely. For example, as part of their 'Superhero Me' topic children learn to paint in the style of great artists such as Andy Warhol when they paint self-portraits. In Autumn 2 they learn how to correctly mix colours and print as they create firework scenes. During our minibeasts topic, they learn to use clay and natural materials to create sculptures. During our growing topic, children are asked to make observational drawings and paintings – learning about the importance of thick and thin brushes.

DT	Children in our Reception classes begin to develop their understanding of Design and Technology from the very beginning. Through the safe use of scissors, paintbrushes, playdough modelling tools and construction, children learn 'the best tools for the job'. Throughout the year, children have access to a well-resourced creative area where they design and make their own models; it is here they discover the joys of PVA glue compared to a glue stick or masking tape compared to sticky tape. In 'explorers' the children design outfits for explorers, they design vehicles to explore and are encouraged to create moving parts and articulate a rationale for their designs. In our minibeasts topic they are asked to design and make bug homes and in our Pirates topic they have to design and make a Pirate ship – testing it for floating properties.
Computing	Children in our Reception classes learn to use technology in a responsible, competent, and confident manner on a day-to-day basis during their independent learning through the use of Bee-Bots and iPads. However, it is in Summer 1 where their developing knowledge of computing is brought to life. Here children will learn about early programming and algorithms as they program Bee-Bots around a pirate map. They will begin to think logically about the equipment needed to dive to find treasure, as well as exploring how video and photographic footage is available for us to look at. Throughout the year, children will begin to understand the scope of technology; for example when they use Google Earth to look at a view from space as part of their 'Explorers' topic.
RE	Children in our Reception classes are prepared for future R.E. learning throughout their everyday curriculum. As they learn alongside each other, they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions, articulate their ideas and listen to others' opinions and beliefs in a respectful manner. For example, in Term 1, during their 'Superhero Me' topic, children discuss their families and special events in their lives; they share how they celebrate events and begin to understand that there are differences between the way in which families live. They look at what makes them unique and what makes their friends just as unique. Through carefully planned reading sessions outlined at the top of the document, children learn that different communities have different ideas, values and identities.
Maths	We use NCETM to develop a deep understanding of number within our Reception class. The areas covered are **Cardinality and Counting** The cardinal value of a number refers to the quantity of things it represents, e.g. the numerosity, 'howmanyness', or 'threeness' of three. When children understand the cardinality of numbers, they know what the numbers mean in terms of knowing how many things they refer to. Counting is one way of establishing how many things are in a group, because the last number you say tells you how many there are. Children enjoy learning the sequence of counting numbers long before they understand the cardinal values of the numbers. Subitising is another way of recognising how many there are, without counting. **Comparison** Comparing numbers involves knowing which numbers are worth more or less than each other. This depends both on understanding cardinal values of numbers and also knowing that the later counting numbers are worth more (because the next number is always one more). This understanding underpins the mental number line which children will develop later, which represents the relative value of numbers, i.e. how much bigger or smaller they are than each other. **Composition** Knowing numbers are made up of two or more other smaller numbers involves 'part–whole' understanding. Learning to 'see' a whole number and its parts at the same time is a key development in children's number understanding. Partitioning numbers into other numbers and putting them back together again underpins understanding of addition and subtraction as inverse operations.. By developing a deep understanding of the number system our pupils are well placed to move on to Year 1. **Space, shape and measure** is taught through discrete teaching sessions and through the provision – this has been aligned to NCETM progression to give meaningful opportunities for pupils to develop and apply the skills needed in this area of learning. **Measure** Mathematically, measuring is based on the idea of using numbers of units in order to compare attributes, such as length or capacity. Although young children engage with using rulers and experience being measured in centimetres, kilos – and years! – the measuring units themselves are hard to understand. Children need to realise which attribute is being measured, e.g. weight as opposed to size, and the idea of conservation: that the amount stays the same, even if the appearance alters, e.g. if dough is stretched out or in bits. In order to understand units, they need to realise that two items can be compared using a third item, or 'go between', such as a stick. Finally, children need to understand how equal size units are used repeatedly to express an amount as a number. While young children can engage actively in making comparisons and exploring equivalence of length, volume, capacity and weight in different ways, some of these ideas are challenging and will develop

	later in primary school **Pattern** Seeking and exploring patterns is at the heart of mathematics (Schoenfeld, 1992). Developing an awareness of pattern helps young children to notice and understand mathematical relationships. Clements and Sarama (2007) identify that patterns may provide the foundations of algebraic thinking, since they provide the opportunity for young children to observe and verbalise generalisations. The focus in this section is on repeating patterns, progressing from children copying simple alternating AB patterns to identifying different structures in the 'unit of repeat', such as ABB or ABBC. Patterns can be made with objects like coloured cubes, small toys, buttons and keys, and with outdoor materials like pine cones, leaves or large blocks, as well as with movements and sounds, linking with music, dance, phonics and rhymes. Children can also spot and create patterns in a range of other contexts, such as printed patterns, timetables, numbers and stories. **Shape** Mathematically, the areas of shape and space are about developing visualising skills and understanding relationships, such as the effects of movement and combining shapes together, rather than just knowing vocabulary. Spatial skills are important for understanding other areas of maths and children need structured experiences to ensure they develop these. Here, the focus is on actively exploring spatial relations and the properties of shapes, in order to develop mathematical thinking (rather than on shape classification, which requires prior knowledge of properties).					
Number	**WK1**: Assessment **WK 2:** Subitising to 3 **WK 3**: Counting: sequence – 1:1 correspondence, cardinality **WK 4**: Composition of 3 and 4 **WK 5**: Subitising to 4; perceptual and conceptual; making 4 subitise, altogether, part, whole, altogether, amount, number, count, partition, combine **WK 6** : Comparison Focus on language and think about attributes more than, less than, equal, unequal, altogether, a lot, a little	**WK1** Focus on counting to 5 **WK2** Comparison by matching **WK3** The concept of the whole **WK4** Composition of 5 **WK5** Counting beyond 5 subitise, altogether, part, whole, altogether, amount, number, count, partition, combine	**WK1** Subitising amounts to 5 with numerals **WK2** Ordering numbers to 5 – Focus on 1 more **WK3** The composition of 5 – missing numbers **WK4** 5 and a bit numbers subitise, altogether, part, whole, altogether, amount, number, count, partition, combine, missing, five, a bit **WK5** Equal and unequal groups equal, unequal, the same, different, difference	**WK1** Counting sequence – ordinality of 1-5. 1 more and 1 less within 10. Linking ordinality and cardinality. more, less, count on, count back, number amount, **WK2** Comparison using knowledge of ordinality rather than comparison by matching of quantities. Children to notice whether a change creates a number which is more or less than another. more, less, count on, count back, number amount, change **WK3** Composition of 7 as 2 groups. Focus on 5 and a bit subitise, altogether, part, whole, altogether, amount, number, count	**Wk 1** Counting larger amounts – strategies for counting move, touch, change position, 1:1 correspondence, number name, count on **WK2** Structured arrangements including the tens frame arrangements, patterns, same, different , next to, beside, alongside, above, underneath, part, whole, double, odd, even **WK3** Representations of numbers using fingers and 10-frames subitise, altogether, part, whole, altogether, amount, number, count, partition, combine, missing	**Review and assess** **WK1** Seeing' small quantities and numbers within larger amounts. Introduction to the rekenrek. part, whole, rekenrek, side, together **WK2** Strategies for counting. Recognising the pattern of the counting system, when beginning to count beyond 20. pattern, tens, ones, count on, count back, **WK3** Comparing groups of objects that are of different sizes/colours/attributes Developing a sense of magnitude e.g., knowing that 8 is a lot more than 2, but that 4 is only a little bit more than 2. more than, less than, equal, unequal, altogether, a lot, a little

				, partition, combine, missing **WK4** Subitising within 6. Look at doubles; which numbers can be made using doubles and which numbers cannot.subitise, altogether, part, whole, altogether, amount, number, count, partition, combine, missing, double, equal, groups **WK 5** Subitising with 6 - Doubles and not double subitise, altogether, part, whole, altogether, amount, number, count, partition, combine, missing, double, equal, groups, unequal **WK6** Sort odd and even numbers by looking at their tops; odd blocks and flat tops odd, even, flat, pairs, flat	**WK4** Doubles using different representations equal, unequal, the same, different, double, part, group, whole **WK5** Ordinality – comparing number needs, to make, part, whole, represent, number, more, amount, subitise, more, less, count on , count back	**WK4** Investigating 'parts' and 'wholes'. Exploring the composition of numbers to 10. Investigating equivalence, doubles and making odd and even numbers. **WK5** Continuing to practically explore the composition of numbers to 10. Investigating 5 as a key 'anchor' in our number system. Beginning to generalise about 1 more/1 less within 10. .subitise, altogether, part, whole, altogether, amount, number, count, partition, combine, missing, double, equal, groups, more, less **WK6** Learning the 'numbers within' 3, 4, 5 and 10. Knowing double facts, up to 5 and 5 make 10. Investigating whole amounts and hidden quantities within 5. subitise, altogether, part, whole, altogether, amount, number, count, partition, combine, missing,

						double, equal, groups, more, less
Space, shape and measure **Beginning to use time to sequence events (M p5)** Daily use of timetable Daily discussion about o'clock times at registration/ lunch etc Class calendar to count down to events - how many sleeps until (M p6)	**Space and Shape** **WK1** assessments **WK 2 Show awareness of properties of shape** Printing/ making pictures using 3D shapes to print - what shapes do the faces make? (SS P 4) square, circle, rectangle, triangle, hexagon, sides, straight, corners, curved **WK3 Show awareness of properties of shape** What shapes can you make with three people inside a loop of string? What about with four people? What is the same and what is different? (SS P 4) straight, curved, edge, corner, same, different, triangle, square **WK4 Describing properties of shape**Guess the shape (SS p5) straight, curved, edge, corner, same, different, triangle, square **WK5 Describing properties of shape** Shape hunt - how many different examples can	**Pattern** **WK1 Identify unit of repeat** AB pattern (Recap from pre school) (P p3) unit, repeat, pattern, extend, end, start **WK2 Continuing patterns** ABC patterns AABB patterns ABB patterns (P p4/5) unit, repeat, pattern, extend, end, start **WK3 Continuing patterns** ABBC patterns (P p4/5) unit, repeat, pattern, extend,, end, start **WK4 Making their own ABB/ ABBC patterns** - encourage the use of a range of items (P p5) unit, repeat, pattern, extend, create, end, start, generalise **WK5 Spotting errors in ABB patterns** (P p6) unit, repeat, pattern, mistake, correct', end, start **WK6** Make a pattern around a circle - decorations (P p8)unit,	**Pattern** **WK1 Symbolise the unit structure** This is a … /… pattern. i call it an A (one of these) B (one of these)"Include patterns of movement/ musical instruments etc (P p6) unit, repeat, pattern, extend, create, end, start, symbol, represent **WK2 Generalise pattern to a different context** (P p7) unit, repeat, pattern, extend, end, start, rule, material **WK3** Make a pattern around a border with a fixed number of spaces (P p9) unit, repeat, pattern, extend, end, start, continues **WK4 Pattern spotting around us** Look for patterns in nature/ clothing, wallpaper etc (P p10) unit of pattern, extend, copy, create, next to **WK4 Pattern spotting around us** Create our	**Shape and space** **WK1 Show awareness of properties of shape** Designing and making bug hotels (SS P 4) purpose, cylinder, cuboid, join, size, circle, rectangle **WK2 Identifying similarities between shapes** Making insect pictures using shapes - Tangrams (SS P 3) rotate, shape, sides, straight, curved, flip **WK3 Identifying similarities between shapes** Making pictures from found materials (insects) (SS P 3) rotate, shape, sides, straight, curved, flip **Measure** **WK4 Comparing amounts of continuous quantities** Weighing different insects - which one is the heaviest? (M p2) weigh, weight, estimate, balance, equal, heavier, lighter, heaviest, lightest	**Measure** **WK1 Comparing amounts of continuous quantities** Capacity Which plant pot will hold the most? Practise learning about capacity and comparing using sand/ water/ soil and different containers (M p2) capacity, most, least, estimate, compare, equal **WK2 Show awareness of comparison in estimating and predicting** (M p3) Which container fits which plant? What clothes would you use to dress which doll etc (M P3) size, fit, big, small, space, **WK3 Compare indirectly** (M p3) Order plants by size Order plant pots by capacity/ watering cans	**Measure** **Wk 1** **Experience specific time durations** How quickly can you complete the pirate course? How do you know if you are getting faster? (M p6) time, minute, second, longer, shorter, quicker, slower, faster, smaller, larger **Wk 2 Measure** **Experience specific time durations** How many coins can you find in a minute? (M p6) time, minute, second, longer, shorter, quicker, slower, faster, smaller, larger **Shape and spaceWK3** **Developing spatial vocabulary** Left and right - directing the pirate to find the treasure. It is to the left of.. (SS P2) left, right, forward, backwards, next to , in, on, under, up, down, accross

	we find of known 2D shapes? Look for lots of different orientations/ representations - “It is a … because it has ….” (SS p5) straight, curved, edge, corner, same, different, sides, corners, triangle, square, circle, rectangle, hexagon **WK5 Developing awareness of relationships between shapes** Model houses - Use plasticine to keep together / Making 3D shapes using interlocking 2D shapes (SS p 5) rectangle, triangle, upright, arrange, face, side, corner	repeat, pattern, mistake, correct', end, start	own wrapping paper using shapes to create repeating patterns (P p10) unit of pattern, extend, copy, create, next to	**WK5 Comparing amounts of continuous quantities** Comparing length - Give children a piece of string and encourage them to find items that are taller/ shorter and longer and shorter. (M p2) length, longer, shorter, height, taller, shorter, tallest, shortest, longest	biggest, smallest, order, size, capacity, weight **WK4 Recognise relationship between size and number of units** Who can fill their plant pot the quickest? Which implement will be the quickest? Spoon sizes etc (M p4) smallest, largest, fill, half full, quickest, slowest, faster, capacity **WK5 Use units to compare things** Measuring beanstalks using cubes (M p5) height, tallest, shortest, taller, shorter **WK6** Set up an estimation station / filling station What will fit in … with a range of objects. Which has the biggest capacity? (M p5) estimate, capacity, holds, amount, fill, most, least, less, more	**WK4 Developing spatial awareness:experiencing different viewpoints** Programming Beebot on a treasure map (SS P1) left, right, forward, backwards, turn, rotate **WK5 Representing spatial relationships**Mapping a pirate land from above - small world (SS P3) in front of, behind, forwards, backwards, left, right, birds eye, next to
Space, shape and measure	Daily activities Discussing activities and o’clock times at registration, lunchtime , tidy up time etc - Making their own timetable each day selecting activities and ordering - first, next, then, last, finally, before, after Events on a class calendar to count down to next week, next month, future, past, tomorrow, yesterday					

	Timers for challenges in provision minute, time, length, start, finish, Using songs to time challenges i.e. tidying up time, length, start, finish					
PE	Attack v Defence Games for Understanding	Gymnastics High, low, over, under	Dance Dinosaurs	Ball Skills Feet	Locomotion Walking	Swimming Water confidence and floating
Writing	WK1 Assessment/ writing name WK2 Pre- writing patterns WK3 (Start LW) WK4 Spell words using letter cards WK 5: Spell words using letter cards/ writing WK6 Spell words using letter cards/ writing WK 7 LW assessment phoneme, grapheme, segment, blend, formation, word, digraph	WK 1 Segment WK 2 Segment CVC WK 3 Segment CVC WK 4 Write short phrase (CVC) WK5 Segment with digraphs Wk 6 Segment with plurals 's' and 's' /z/at the end (plurals and verb forms) phoneme, grapheme, segment, blend, formation, word, digraph, trigraph	WK 1 Spell CVC words WK 2 Label pictures WK 3 Segment using digraphs WK 4 Write short phrase (CVC) - dictated WK5 Write a short phrase - dictated Wk 6 Write a short phrase with digraphs - dictated segment, blend, formation, word, digraph, trigraph, finger space,	Non - Fiction WK 1 Write captions for pictures WK 2 Write an independent phrase WK 3 Write a list WK 4 Write short sentence CL/ FS WK5 Use adjectives to describe finger space, capital letter, full stop, segment, blend, phoneme, grapheme, digraph, trigraph, fact, non - fiction, title, describe, adjective	Wk 1 Read and follow some simple instructions to make a jam sandwich - some to be out of order - did it work? Why? why not? Which instructions will work? Work out a Success criteria for instructions. Wk 2 Sequence jam sandwich instructions and add time connectives Wk3 Bossy verbs from sandwich making WK3 Plant seeds - children to give each other instructions. WK4 Sequence photos from the planting - write the bossy verbs underneath and the time connective Wk 5 Independent write - instruction or instructions depending on ability to write. All children to verbally give instruction for all pictures.	Wk 1 What is a letter - look at the features and create a success criteria Wk 2 What is a question? WK3 Write a letter to Pirate Pete asking him questions Wk 4 What are adjectives? How do they make our writing more interesting? WK5 Write interesting replies to Pirate Pete's questions address, post, stamp, message, question, answer.

					finger space, capital letter, full stop, segment, blend, phoneme, grapheme, digraph, trigraph, fact, non - fi order, bossy, sequence, next, first, then, last, precise, verb	
Book Talk	Week 1 Story map the story/ Create actions - Retell daily using the map through the whole unit Week 2 Discuss vocabulary - basic comprehension Week 3 Create a class version - story map Retell daily using the map Week 4 Encourage children to make their own version with pre drawn story maps with blank areas Week 5 Children to act out/ tell their story verbally - recorded - I pads As the children progress they can be encouraged to create their own maps Opportunities for retelling in the provision - stage/ role play. Maps and key vocabulary in provision as well as on display This can run for terms 1-4 Summer term slight change as more independent writing attempted					
At the South Hams Federation, we are all inclusive schools and feel it is important to be understanding and tolerant of other faiths and beliefs. Each month we focus on a different festival in assembly. Some of the festivals are listed below.						
Festivals and celebrations Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Harvest (Christian) Yaum- Arafah (Muslim) Sukkot (Jewish) 20-27/9 Divali 4/11 (Hindu) Advent Sunday 28/11 (Christian) Hanukkah 28/11 – 6/12 (Jewish) Christmas 25/12 (Christian)		Birthday of Guru Gobind Singh (Sikh) January Ganjitsu Japanese New Year 1-3/1 Chinese Lantern Festival 15/2 Valentine's Day 14/2 Shrove Tuesday (Christian) 1/3 Palm Sunday 28/3 (Christian) Holi 29/3 (Hindu) Passover (Jewish) 27/3 – 4/4		Ramadan (Muslim) 2/4 – 1/5 May Day 1/5 Eid Ul Fitir (Muslim) 2-3/5 Shavuot (Jewish) 4-6/6 Summer Solstice (Pagan) 21/6 Chokhor Duchen (Buddhist) June/July – Date changes Birthday of Haile Selassie (Rastafarian) 23/7