

Cleveland Road Primary School Curriculum Map – Reception, Autumn Term 2024

	AUTUMN 1	AUTUMN 2
TOPIC	<i>All About Me!</i>	<i>Let's Celebrate!</i>
KEY TEXTS	<i>Owl Babies</i> by Martin Waddell <i>The Owl Who Was Afraid of the Dark</i> by Jill Tomlinson <i>The Perfect Fit</i> by Naomi Jones & James Jones	<i>William's Winter Wish</i> by Gillian Shields
LITERACY <i>Convention on the Rights of the Child (CRC) Articles 28, 29, 31</i>	Philosophical Thinking: The themes that will be explored using the key text, <i>Owl Babies</i>, will be <i>family, being alone, siblings, courage and independence</i>. The big questions that will be discussed are as follows: <i>Can you remember a time when you missed someone? When have you felt worried/unhappy? What did you do? How does your mum/dad/adult take care of you? How did you feel when you first started school? What does love mean? How can we show love?</i> <u>Fostering a Love of Books - Word Reading and Comprehension</u> As the children start school, they will begin to develop their knowledge and understanding of the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book (spine, front cover, back cover, blurb, illustrator, author) and page sequencing. Daily story time will be used to develop comprehension through simple questioning, promoting a love of books and incorporating books into our 'In the moment' planning, as well as learning areas to inspire, engage and move pupils learning on. <u>Phonics</u> Here at Cleveland Road Primary School, we follow the Ruth Miskin 'Read Write Inc' Phonics programme. Once Phonics lessons commence, the children will be taught to read individual letters by saying the sounds for them and playing Fred games to support their oral blending. <u>Writing</u> The children will practise writing their name, with special care to ensure a capital letter is used for the first letter in their name and that lower-case letters are formed accurately.	Philosophical Thinking: The following themes: <i>family, wishing for something, accidents and consequences, winter, friendship, love and emotions</i> will be encountered in the text, <i>William's Winter Wish</i>. The big questions that will be discussed will be: <i>What would you wish for? Do all wishes come true? Who do you love and why? Can we only love people in our family? Does it have to be a human being that you love? Is it okay to make mistakes and have accidents? Is sorry always enough? Is it ever okay to break a promise?</i> <u>Phonics - Word Reading</u> We will continue to learn our sounds and blend sounds into words, so that the children can read short words made up of known letter-sound correspondences. The children will be placed in Phonics groups according to how many sounds they have retained. At the end of this term, the children should know all of their Set 1 sounds and be able to orally blend, e.g. c-a-t is cat <u>Comprehension</u> Comprehension will continue to be expanded on during story time and 1:1 reading. The children will be asked who, what, where questions in which they can retrieve simple answers, using the illustrations and having listened carefully to a short section of a story. <u>Writing</u> As the children settle into their new class and develop their confidence, they will begin to engage in extended conversations about stories, learn new vocabulary, and begin to use some of their print and letter knowledge in their early writing, for a purpose.

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MATHS <i>CRC Articles 28, 29, 31</i>	<u>Numbers and Numerical Patterns: Shapes and Counting</u> Taking inspiration from one of our key texts, <i>The Perfect Fit</i>, the children will talk about and explore 2D shapes (for example, circles, squares, rectangles and triangles) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat' and 'round'. As the children demonstrate confidence, they will be taught to understand position through words alone – for example, "The bag is under the table," – with no pointing and describe a familiar route. Through games and using mathematical resources, the children will gain faster recognition of up to 3 objects, without having to count them individually (subitising), recite numbers past 5 and say one number for each item in order: 1,2,3,4,5. ('Rules for counting') In developing their mathematical thinking, the children will begin to understand that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') and show 'finger numbers' up to 5. The children will sing counting songs and songs to help them learn the days of the week and months of the year.	<u>Numbers and Numerical Patterns: Counting and Composition of Number</u> The children will continue to consolidate their understanding of numbers to 5 and the composition of each number. They will be able to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5, then 10 when they are ready, and experiment with their own symbols and marks as well as numerals. Once the children are aware of numbers 1-5, then 1-10, we will move them on to comparing amounts using key vocabulary 'more', 'less', 'greater', 'fewer', 'equal to' and 'same'. The children will begin to find 1 more than a given number and explore addition practically. They will also learn to continue, copy, and create repeating patterns, as well as be encouraged to use mathematical language related to capacity, height, weight and length.
PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT <i>CRC Articles 2, 6, 7, 12, 13</i>	<u>Settling In</u> <u>Managing Self:</u> As the children settle into school, they will be taught the class and school rules– especially the 5Cs – <i>Commitment, Cooperation, Care, Courtesy and Consideration</i>. They will discuss their thoughts, feelings and interests and know how to tidy away once they have finished playing. The children will understand why rules are important, and confidently select and use activities and resources. <u>Self-Regulation:</u> The children will have opportunities to engage in regular conversations about their feelings using words like 'happy', 'sad', 'angry' or 'worried' and begin to understand how they and others might be feeling using the classroom's self-regulation board. <u>Building Relationships:</u> We will play games so that the children can learn each other's names. By learning to play these games, the children will develop new relationships and, for some, continue with old friendships.	<u>Growing in Confidence</u> <u>Managing Self:</u> The children will learn and understand why it is necessary to wash our hands and brush our teeth regularly, as well as begin to explore the importance of eating well and exercising. <u>Self-Regulation:</u> The children will continue to self-regulate, using our classroom's self-regulation board, and learn to understand and communicate why they may be feeling a certain emotion. <u>Building Relationships:</u> As the children become more confident, they will be encouraged to share and talk about creations they make. They will understand the importance of teamwork and being a good member of a community. This will help them to set, plan and achieve a goal they have chosen, or one which is suggested to them. They will make lots of new friendships with the other children in their class and year group. They will also be taught how to find solutions to conflicts if these arise.

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COMMUNICATION and LANGUAGE DEVELOPMENT <i>CRC Articles 12, 13, 30</i>	<u>Expressing Themselves</u> <u>Listening, Attention and Understanding:</u> The children will demonstrate understanding and answer simple questions or an instruction that has one and two parts, such as “Get your coat and wait at the door please.” Children will be introduced to Makaton signs to ensure all children are accessing a form of communication. These Makaton signs will include signing good morning, good afternoon, hello, goodbye, family members, to eat and to drink. <u>Speaking:</u> As the children settle and feel safe in their setting, and gain a sense of belonging, they will develop their confidence to start a conversation with an adult or a friend. This back-and-forth conversation will be modelled by all adults so that they can engage in talk about their own interests, enabling them to express a point of view. They will begin to use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” Adults will support the children to use longer sentences of four to six words and use a wider range of vocabulary.	<u>Asking and Answering Questions, Listening, Attention and Understanding:</u> Through our story times and ‘In-the-moment’ planning, the children will develop in learning to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Adults will encourage the children to make comments about what they have heard and ask questions to clarify their understanding. <u>Speaking:</u> Speaking frames and lots of teacher modelling will be used to ensure that the children are communicating in full sentences. They will express ideas and feelings about their own experiences, using full sentences, and will be aided in using correct tenses, using conjunctions with modelling and support. Back-and-forth conversations will continue to be a focus, with adults initiating where and when possible.
PHYSICAL DEVELOPMENT <i>CRC Articles 24, 27</i>	<u>Gross Motor Skills</u> The children will have daily opportunities to develop their gross motor skills with weekly PE sessions. They will continue to develop their movement, balancing, riding (scooters, tricycles and bicycles) and ball skills. They will also explore skipping, hopping, standing on one leg and holding a pose for a game like musical statues. The children will be able to go up steps and stairs, or climb up apparatus, using alternate feet, and use large-muscle movements to wave flags and streamers, paint and make marks. <u>Fine Motor Skills</u> Access to healthy hands activities indoors and outdoors will play a part in enabling the children to develop a firm tripod grip. Also, daily name writing will allow the children to learn to form their names correctly.	<u>Gross Motor Skills</u> As the children utilise dressing up clothes and waterproof clothing during water play, they will demonstrate becoming increasingly independent as they get dressed and undressed, and be increasingly independent in meeting their own care needs, e.g., doing their zip, brushing their teeth, using the toilet, washing and drying their hands thoroughly, eating independently using a knife and fork and making healthy choices about food, drink, activity and tooth brushing. <u>Fine Motor Skills</u> When exploring writing and creative activities, the children will begin to show a preference for a dominant hand, using a comfortable grip with good control when holding pens and pencils and begin to use one-handed tools and equipment, confidently.

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UNDERSTANDING THE WORLD <i>CRC Articles 16, 18, 23, 30, 31</i>	<u>Ourselves and Family</u> <u>People, Culture and Communities:</u> As the children begin to get to know each other, sharing who they are, their family and background, they will begin to make sense of their own life-story and family's history. They will continue to develop positive attitudes about the differences between people and show interest in different occupations. This will link into safeguarding, and understanding and knowing how some people keep us safe. <u>The Natural World:</u> Our topic will enable us to be scientists as we will be looking at what an owl is, where they live and what they eat, and compare how they are the same or different from us as humans.	<u>Autumn Walk - The Natural World</u> We will be taking the children on an autumn walk to assist with their understanding and knowledge of weather and seasonal changes, which will also be explored using the key text, <i>William's Winter Wish</i>. Throughout the term, the children will explore collections of materials with similar and different properties and talk about the differences between materials and changes they notice, alongside talking about different forces they can feel. They will be able to talk about what they see, using a wide vocabulary, in relation to the natural world. <u>Past and Present:</u> <i>William's Winter Wish</i> will enable us to investigate the past, how our parents' and grandparents' lives are the same or different from our own and recall memories of being with the people we love. <u>People, Culture and Communities:</u> There will be several different activities that will give rise to children using related vocabulary and know that people have differences and similarities in their traditions, celebrations, and festivals.
EXPRESSIVE ARTS and DESIGN <i>CRC Articles 29, 31</i>	<u>Exploration and Creativity</u> <u>Creating with Materials:</u> The children will begin to explore different materials freely; they will explore colour and colour-mixing, create closed shapes with continuous lines, and begin to use these shapes to represent objects. The children will be taught to draw with increasing complexity and detail, such as representing a face with a circle by drawing self-portraits and including details, alongside using drawing to represent ideas like movement or loud noises. <u>Being Imaginative and Expressive:</u> Our music unit is, <i>Me!</i> The children will listen and respond to a different style of music. They will sing nursery rhymes and move on to playing instruments. It will all culminate in the children sharing and performing to another class.	<u>Performing</u> <u>Creating with Materials:</u> Through Expressive Arts and Design, the children will be extending their imaginative play ideas. They will make use of props and materials when role-playing characters in narratives and stories. <u>Being Imaginative and Expressive:</u> Using small world play, the children will have opportunities to explore and make imaginative and complex builds, such as a city or a theme-park. Our music unit, <i>My Stories</i>, will allow them to build upon skills started in autumn 1 and we will learn to sing more nursery rhymes. The children will have an opportunity to learn songs as part of a Christmas performance in front of an audience. They will demonstrate listening with increased attention to sounds and sing the pitch of a tone sung by another person ('pitch match').

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PSHE <i>CRC Articles 29, 31</i>	<u>Being Me in My World</u> -I understand how it feels to belong and that we are similar and different -I can start to recognise and manage my feelings -I enjoy working with others to make school a good place to be -I understand why it is good to be kind and use gentle hands -I am starting to understand children's rights and this means we should all be allowed to learn and play -I am learning what being responsible means	<u>Celebrating Differences</u> -I can identify something I am good at and understand everyone is good at different things - I understand that being different makes us all special - I know we are all different but the same in some ways -I can tell you why I think my home is special to me - I can tell you how to be a kind friend - I know which words to use to stand up for myself when someone says or does something unkind
MFL -Spanish <i>CRC Articles 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42</i>	<u>Hello</u> The children will learn very basic vocabulary through songs and stories: - Saying and understanding basic greetings (Hola, adiós) - Numbers from 1-10 - Reading the Hungry Caterpillar to practise numbers - Learning how to say your name.	<u>My School</u> The children will continue to learn very basic vocabulary about school using a variety of songs and actions: - Learning some objects in the classroom (Mesa, silla) - Learning colours (Rojo, Amarillo, verde, azul) - Learning some food, we eat at school (Pollo, pasta, pizza, agua).
Safeguarding <i>CRC Articles 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38</i>	As the children settle into their new school and setting, they will begin to develop trusting relationships with the adults within their class and year group. They will be supported and encouraged to share their thoughts and feelings with staff, who will support and guide them, in line with the school's policy. Safeguarding awareness will be continually revisited within Reception, especially with online safety, stranger danger and being aware, and being able to state who their safe adults are and how they help us. They will learn the importance of using internet devices safely, with a grown-up, when using any devices at school and at home. This will be further explored as part of Computing sessions and 'online safety' awareness throughout the autumn term and the academic year.	The children will be supported and encouraged to share their thoughts and feelings with staff, who will support and guide them, in line with the school's policy. Safeguarding awareness will be continually revisited within Reception, especially with online safety, stranger danger and being aware, and being able to say who their safe adults are and how they help us, and begin to build up a list of safe adults that exist to help them (doctors, police, firefighters). They will continue to learn the importance of using internet devices safely, with a grown-up, when using any devices at school and at home. This will be further explored as part of Computing sessions and 'online safety' awareness throughout the year. The theme of looking at dangers in the home will allow the children to understand that adults will set rules to keep them safe.