



Bearwood Primary School

Reception Class Curriculum Map

EYFS LTP						
Subject Content	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	This is Me.	Let's Celebrate!	Once upon a time...	Growing and Changing	Animals around the World	Off we go...
Visit/Visitor/ Event/ Trip	Visitor with a baby Nurse/ Doctor visitor	Christmas Performance Hannuka/Diwali Visitors	World Book Day Library/ Author visit	Walk to the woods Growing Butterflies	Bucklebury Farm Park	Traffic Officer/ /Lifeguard visit
Literacy	<p>Fiction- Going on a Bear Hunt Sneezy Bear The Cave Peace at Last Owl Babies Monkey Puzzle Baby goes to Market</p> <p>Non-fiction- Information texts and internet research - Bears The Family Book One Family We are Family The Same but Different Too Mummy and Mama Granny and Grandma</p> <p>Poetry - Rhyming in stories</p>	<p>Fiction - Sparks in the Sky Rama and Sita The Great Race Shmelf the Hannukah Elf The Jolly Christmas Postman The Christmas Story Stickman</p> <p>Non-fiction - Information Texts about celebrations in other cultures, Diwali, Chinese New Year, Christmas elsewhere, Hannukah</p> <p>Poetry - Narrative Poems 'Twas the Night before Christmas The Grinch</p>	<p>Fiction - Goldilocks and the Three Bears Three Billy Goats Gruff The Three Little Pigs The Gingerbread Man The Ugly Duckling Chicken Licken</p> <p>Non-Fiction - Information texts about people from the past</p> <p>Poetry - Traditional Nursery Rhymes Jack and Jill Humpty Dumpty Little Jack Horner Little Miss Muffet Little Bo Peep Old Mother Hubbard Three Blind Mice</p>	<p>Fiction - Jack and the Beanstalk The Little Red Hen The Enormous Turnip Eddie's Garden The Hungry Caterpillar</p> <p>Non Fiction - Growing Frogs From Caterpillar to Butterfly Fact files and non-chronological reports about plants and animals</p> <p>Poetry - Descriptive Poetry Eating the Alphabet Mary, Mary, quite contrary</p>	<p>Fiction - The Squirrels who Squabbled Slowly Slowly Slowly said the Sloth/ The Great Kapok Tree Handa's Surprise/ The Koala who Could Tiger Tiger- Jonny Lambert The Emperor's Egg Poles Apart</p> <p>Non-fiction - British Wildlife Tales by Carl Mynott Information books and internet research about places around the world and the animals</p> <p>Poetry - Descriptive poetry - animals</p>	<p>Fiction - The Snail and the Whale What the Ladybird heard at the seaside/ on holiday Lost and Found You can't take an elephant on the bus Oi Get off our train! Emma Jane's Aeroplane Three Bears in a boat A Grand Day Out</p> <p>Non-fiction - Information texts about the oceans, the seaside, transport and space</p> <p>Poetry - Out and About - Shirley Hughes</p>
Phonics	<p>Revise Phase 1 - sounds, alliteration, rhyming, blending and segmenting.</p> <p>Begin Phase 2: individual letter GPCs - grapheme phoneme correspondence</p> <p>Tricky Words</p>	<p>Complete Phase 2, begin phase 3: individual letter GPCs - grapheme phoneme correspondence</p> <p>Tricky Words</p>	<p>Complete phase 3: Digraph and trigraph GPCs</p> <p>Tricky words</p>		<p>Revise Phase 3 - Digraphs and trigraphs GPCs</p> <p>Phase 4: Polysyllabic words. Consonant Blends</p> <p>Tricky Words</p>	<p>Phase 4: Consonant Blends Polysyllabic words</p> <p>Tricky Words</p>



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Writing	Emergent Writing - News Continuous writing - indoor writing areas, outdoor writing area, chalk on playground and chalkboards, recording in maths area, recording in role-play areas, labelling in art, construction and modelling areas, daily phonics					
	Writing names and labels for family and friends.	Letter to Santa Writing messages in cards. Recount of Christmas Performance. Writing a simple sentence.	Writing repeated refrains from tales and stories Writing a simple sentence from the story. Writing a story.	Writing a simple sentence Writing a story. Captions and labels for plants, fruit and vegetables. Bean Diary.	Letter formation Animal fact file - captions, labels and simple sentences. Recount of school trip. Writing simple sentences. Writing a story.	Letter formation Captions, labels and fact files for sea creatures and vehicles. Writing sentences about holidays/ travel experience. Letter to new teacher.
Communication and Language	Listen to others. Ask questions. Respond to simple instructions. Listen attentively to stories. Begin to join in familiar nursery rhymes. Use words and/or gestures to connect ideas and explain what is happening. Can retell simple past events in the correct order. Builds up vocabulary that reflects experiences.	Children to describe sounds that they hear in the environment, especially during bonfire night e.g. pop, bang, fizz, zoom etc. Talk about own experiences of seeing fireworks, being at weddings, birthdays, parties and other celebrations. Talk about favourite celebrations in their home and family. Why do they like it? Can they tell you what happens? How are their experiences the same/ different than others?	Reading and retelling a range of traditional tales. Retelling stories in own words and using repeated refrains. Create re-enactments of stories in forms of plays or interviewing characters, asking the reasons and explanations for their actions. Talk about their thoughts, ideas and experiences. Respond to and ask questions about what is said.	Using sequencing words when giving instructions for planting beans and making fruit salad/kebabs (first, next, then) Following instructions for making things/ planting Describe what they see in nature, changing seasons, Read, retell and role-play: Jack and the Beanstalk, The Little Red Hen, etc . Garden Centre role - play. Sing 'Mary, Mary' and other flower songs and rhymes. Use correct vocabulary for types and parts of plants. Respond to and ask questions about what is said by others.	Use correct vocabulary for types and parts of animals. Respond to and ask questions about what is said by others. Read, retell and role-play class texts. Vet shop - role play Describe animals, use correct vocabulary for types, names and parts of animals. Discuss places in the world and how they are different/ the same. Respond to and ask questions about what is said by others. Solve problems by making and listening to suggestions.	Read, retell and role-play class texts. Bus, train, boat, aeroplane - role play. Use correct vocabulary for types, names and parts of vehicles and ways to travel. Explain how different vehicles move. Discuss places in the world and how they are different/ the same. Respond to and ask questions about what is said by others. Solve problems by making and listening to suggestions - which type of transport would you use to go...?
Maths	Number and Place Value - Numbers to 5, Addition and Subtraction - Sorting into groups. Number and Place Value - Comparing Groups - quantities of identical objects.	Number and Place Value - Comparing Groups - quantities of non-identical objects Addition and Subtraction - Change within 5 - one more and one less. Measurement - Time - My day.	Addition and Subtraction - Number bonds to 5 Number and Place Value - Counting to 10 - comparing groups up to 10 Addition and Subtraction - Combining 2 groups to find the whole	Addition and Subtraction - Bonds to 10, Combining 2 groups to find the whole using 10frame and part-whole model Geometry - Shape and Space - Spatial Awareness 2D shapes 3D shapes	Geometry - exploring and making patterns Addition and Subtraction - Adding by counting on and taking away by counting back Number and Place Value - Counting to 20	Multiplication and Division - Numerical Patterns, doubling, halving, sharing, odds and evens Measurement - length, height, weight, distance, capacity
Understanding the World: The Natural World	Weather - seasonal changes and daily weather ongoing throughout the year. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them.					



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	<p>Explore the natural world around them.</p> <p>My Body - My senses - Brown Bear, Brown bear, what do you see?</p>	<p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Light and Dark Night and Day</p>	<p>Explore the natural world around them.</p> <p>Describing, identifying and comparing everyday materials, Look at ways and materials for building bridges for the 3 Billy goats, houses for the 3 little pigs, discuss and experiment with different materials.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside. How we grow and change. Living and non-living things. Observe the growth of flowers and vegetables. What do plants need to grow? Name, discuss and compare plants, describe what they look like. How plants grow and change look at life cycles - beans and butterflies Observe living things in our environment - plants, caterpillars, butterflies, birds, ants etc.</p>	<p>Draw information from a simple map.</p> <p>Look at places in the world where animals live, what is it like? Talk about looking after animals and their habitats. Recognise some environments that are different to the one in which they live. Research what different animals eat, where and when they sleep. Look at animals' special features -Eg: beaks, fur, tails, camouflage, Read information books and research on Google about animals, their habits and their habitats.</p>	<p>Draw information from a simple map.</p> <p>Towns: Sindlesham, Wokingham, Winnersh, Reading, London. Entertainment: cinema, the Rec, Dinton Pastures, Further afield: The Beach, holiday destinations,</p>
Understanding the World: Past and Present	<p>Comment on images of familiar situations in the past.</p> <p>Growing up - Baby photos, grandparents Events in our lives - Birthdays, Nursery</p>	<p>Compare and contrast characters from stories including figures from the past.</p> <p>Comment on images of familiar situations in the past. Last Christmas, other celebrations,</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories including figures from the past. Events this year Events of long ago</p>			<p>Comment on images of familiar situations in the past.</p> <p>Look at some vehicles and modes of transport from the past.</p>
Understanding the World: People, Cultures and Communities	<p>Talking about immediate members of their families and communities.</p> <p>Name and describe people who are familiar to them. Who am I? Members of my family Starting school</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community</p> <p>Different ways people celebrate: Birthdays Diwali Chinese New Year Hannukah</p>			<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Talk about habitats around us and in the world. Islands, Oceans, Icy Places, Deserts, Jungles</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>How we get there...explore modes of transport: bus, train, car, aeroplane, boat, bicycle,</p>



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		Christmas				
Expressive Art and Design	<p>Art - Vertumnus by Archimbaldo</p> <p>Be introduced to a variety of art materials and how to use them safely.</p> <p>Create observational drawings/paintings of faces using mirrors.</p> <p>Self and Family Portraits,</p> <p>Explore materials/textures to create collage</p> <p>Make 3D structures with construction and explore ways of joining.</p> <p>Explore music, sounds and percussion.</p> <p>Body and Senses songs - Head, Shoulders, Knees and Toes, When I wake up in the morning, etc</p> <p>Lullabies - Rock a 'by Baby,</p> <p>Grandparents Song</p>	<p>Art - Starry Night by van Gogh</p> <p>Making cards, Christmas Decorations, Christmas Cookies, Reindeer Food, Snowflakes,</p> <p>Firework pictures using a range of media</p> <p>Poppy Art</p> <p>Party role play</p> <p>Listen to Firework music and create a dance</p> <p>Dreidl Song</p> <p>Bollywood Dancing workshop</p> <p>Party dances</p> <p>Christmas Carols</p> <p>Christmas Performance and Songs</p>	<p>Art - Colour Studies: Squares with Concentric Circles by Kandinsky</p> <p>Making Masks and puppets</p> <p>Making Gingerbread Men</p> <p>Mixing porridge</p> <p>Building houses for story Characters</p> <p>Making Maps for story characters</p> <p>Listen to regal music</p> <p>Traditional Tales Role play</p> <p>Traditional Nursery Rhyme Songs -</p> <p>Here we go round the Mulberry Bush</p> <p>Ring O Roses</p> <p>This Old Man</p> <p>Aiken Drum</p> <p>Hickory Dickory Dock</p> <p>Grand Old Duke of York</p> <p>The Chicken Dance</p>	<p>Art - Bugs and Butterflies by Lucy Arnold</p> <p>Junk modelling- making flowers using straws, card, paper,</p> <p>Making salad with fruit and vegetables</p> <p>Painting and collage: fruits and vegetables, butterflies</p> <p>Look at variety of illustrations of plants in books.</p> <p>Creating songs and dances inspired by growing things - Beanstalks, butterflies, gardens,</p> <p>Garden Centre Role play</p> <p>Shape printing</p> <p>Movement and Dance to Jack and the Beanstalk soundtrack.</p>	<p>Art - The Snail by Matisse</p> <p>Junk modelling- making different animals using boxes, straws, card, paper.</p> <p>Painting and collage: animals, butterflies, habitats, etc</p> <p>Vet shop - role play</p> <p>Look at illustrations of animals and their habitats in books and online.</p> <p>Creating narratives, songs, poems and dances inspired by growing things - animals, birds, fish, butterflies - and their habitats.</p> <p>Movement and Dance in the manner of different animals.</p> <p>Use 4 stages of butterfly development to create a movement sequence.</p>	<p>Art - The Wave by Hokusai</p> <p>Junk-modelling and construction of boats, cars, buses, planes, trains, etc</p> <p>Creating designs for vehicles for different purposes</p> <p>Water colour painting</p> <p>Role play - riding on the bus / train, and going to the beach</p> <p>Sing 'Come with me to the Beach', making up beach songs</p> <p>Create an under the sea dance.</p> <p>Listen to sounds of waves and beach, and trains -create music using instruments.</p>
Personal, Social and Emotional Development	<p>Introduce classroom/ school rules and routines showing understanding of other people's needs including the adults who work in the setting.</p> <p>Introduce circle time and calendar activities.</p> <p>Look at personal history 'how have you changed?' photographic evidence</p> <p>Share own family experiences with class during news time.</p> <p>Try out new activities and select resources independently.</p>	<p>Name, recognise and talk about feelings and emotions</p> <p>Discuss Love and friendship</p> <p>Think about special times in our lives - celebrations - Remembrance Day/Bonfire Night/ Christmas/Diwali</p> <p>Talk about respecting other people, and their celebrations and festivals.</p> <p>Learn about firework and fire safety.</p>	<p>Look at Cinderella - discuss families being rich/ poor/ And people being kind or cruel.</p> <p>Talk about how we should behave towards family/friends/ strangers.</p> <p>Discuss manners when meeting and greeting others or invited to a party.</p> <p>Discuss strangers in traditional tales-should we trust them?</p> <p>Discuss how characters felt.</p> <p>What would you do if you...met the troll? Three bears?</p>	<p>Share stories about Mums and make cards for Mother's Day.</p> <p>Talk about how we grow and what is needed for us to grow.</p> <p>Think about how we change and why.</p> <p>Discuss food, water, shelter, care, exercise.</p> <p>Talk about looking after living things.</p> <p>Look at life cycles - beans, apple trees, butterflies, caterpillars - use books & pictures. What does it feel like to grow up and change?</p>	<p>Share stories about our pets and animals we see around us, how do we feel about them?</p> <p>Think about how living things change and why.</p> <p>Talk about different places in the world and what they are like. How would it feel to live there? How are they different or the same as here?</p> <p>Talk about looking after living creatures and their habitats.</p> <p>Read about pollution and deforestation - discuss caring for our planet and recycling.</p>	<p>Share stories about our holidays/ trips to the beach/ trips on trains, etc.</p> <p>What was the best? What was the worst? How did it feel to arrive back home?</p> <p>Think about what we needed to take with us?</p> <p>Talk about keeping safe on public transport and in and around cars.</p> <p>Talk about Road Safety.</p> <p>Share and discuss feelings about moving up to year 1.</p>



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					How can we help?	
Physical Development	<p>Use small and large equipment and one-handed tools, including cutlery.</p> <p>Promote fine motor control, hand/eye coordination by using threading activities, puzzles, small construction, Show preference for a dominant hand.</p> <p>Repeat patterns such as in action rhymes and finger play.</p> <p>Move with control and co-ordination and in a range of ways in time to music.</p> <p>Begin to trace/copy/write patterns.</p> <p>Independent and safe use of resources, equipment and areas, including the toilet, basins and cloakroom.</p>	<p>Fine motor activities.</p> <p>Careful use of scissors.</p> <p>Making cards and decorations for Christmas.</p> <p>Party Games.</p> <p>Dancing to fireworks, party music and Diwali music</p> <p>Bollywood dancing.</p> <p>Moving like fireworks.</p> <p>Climbing, running and balancing outdoors.</p> <p>PE in hall -travelling safely in different ways, avoiding obstacles.</p> <p>Keeping safe indoors and outdoors.</p>	<p>Fine motor activities</p> <p>Large and small construction using blocks, Lego, guttering, crates, recycled materials, etc to make buildings - dens/castles/houses and bridges.</p> <p>Cutting and sticking materials to make houses and bridges.</p> <p>What's the time Mr Wolf?</p> <p>PE in the hall - Gymnastics and balancing activities.</p> <p>Movement and dance.</p>	<p>Sorting beans, seeds, peas and lentils using tweezers.</p> <p>Cutting and sticking various materials.</p> <p>Pre-cursive letter patterns.</p> <p>Look at a range of fruits and vegetables - make a salad.</p> <p>Observational drawing of plants.</p> <p>PE - Movement and dance.</p> <p>Team Games.</p> <p>Balancing and throwing and catching skills.</p> <p>Demonstrate and practice healthy eating habits.</p>	<p>Pre-cursive letter patterns.</p> <p>Free writing/ chalk drawing.</p> <p>Cutting and sticking various materials.</p> <p>Painting with different resources.</p> <p>Writing on whiteboards, paper and chalkboards.</p> <p>Look at and draw/ paint a range of animals.</p> <p>PE - Throwing and catching skills.</p> <p>Team Games.</p> <p>Keeping healthy and safe when on a school trip off-site.</p>	<p>Pre-cursive letter patterns.</p> <p>Cutting and sticking</p> <p>Junk modelling.</p> <p>Free writing/ chalk drawing.</p> <p>Construction</p> <p>Develop fine motor control and coordination using puzzles, games, peg boards, lacing, Making patterns using stamps, pencils, chalk, arranging objects.</p> <p>Catching, kicking, throwing and using bats, hockey sticks, scoops.</p> <p>PE - practice activities for Sports Day</p>