

	Autumn 1 On my doorstep	Autumn 2 People who help us	Spring 1 All around the world.	Spring 2 Wonderfully Wild!	Summer 1 Ready, Steady, Grow!	Summer 2 Under the Sea!
Important Dates	Recycling Week (20.9) Rosh Hashanah (25.09) Harvest Festival (23.10) Black History Month (Oct) Fire visit (3.10) World Space Week (4.10)	Bonfire Night (05.11.) Remembrance Day (11.11) Anti-Bullying Week (14.11) Nursery Rhyme Week (14.11) Children in Need (18.11) Advent (27.11) Christmas Jumper Day (9.12) Hanukkah (7.12) Diwali (12.11) St.Andrews Day (30.11)	Birdwatch (05.01) Burns Night (25.01) Storytelling Week (29.01) Lunar New Year (12.02) Valentine's Day (14.02) Chinese New Year Safer internet day	St David's Day (01.03) Pancake Day (21.02) World Book Day (03.03) British Science Week (11.03) Red Nose Day (17.03) St Patrick's Day (17.03) Holi (18.03) Mothers' Day (27.03) Easter	Eid (21.04) Earth Day (22.04) St George's Day (23.04) Ramadan (23.04) Chickens arrive (24/4)? May Day (01.05) World Bee Day (20.05)	World Ocean Day (08.06) Healthy Eating Week (13.06) Father's Day (18.06) Summer (21.06)
Weekly Themes	1. Transition 2. Getting to know you 3. Emotions 4. Harvest 5. Black History week 6. All about Autumn 7. Nocturnal animals	1 Pumpkin/Fireworks Week 2 All about police 3 Diwali 4 All about firemen 5 All about Dentists and oral health 6. Postmen and Nativity 7. Christmas	1. England 2. China 3. Italy 4. Brazil 5. India 6. Kenya	1. Pancakes 2. Dinosaurs 3. Wild Animal 4. Minibeasts 5. Science Week 6. Signs of Spring/Easter	1. Earth Week (4 days) 2. life cycle of Chickens 3. seeds/harvesting 4. Planting 5. Where does our food come from? 6. Growing vegetables	1 Looking after the ocean 2. Coast 3. Animals that live in the sea 4. Depths of the ocean 5. Pirates 6. Poems commotion in the ocean 7. Transition to year 1
Literacy Texts	1. The colour monster 2. Humpty Dumpty 3. The Magic Roundabout 4. The Little Red Hen 5. The Everywhere Bear 6. The leaf thief 7. Owl Babies	1. Christopher Pumpkin 2 Burglar Bill 3 The best Diwali ever 4 Fireman Sam animation 5 Harry and his bucketful of dinosaurs visits the dentist 6 Postman Pat animation 7 The jolly Christmas Postman	1 Emma Jane's aeroplane 2. The Runaway Wok 3 The Pink Panther – pink paradise ep.31 4 Supertato carnival catrasto-pea 5 Road runner episode 43 6 Handa's surprise	1.Mr Wolf's Pancakes 2. Harry and his bucketful of dinosaurs 3Captain Caveman 4.Mr Benn at the zoo 5.The Tiger Who Came to Tea 6.Dear Zoo	1 The bad tempered ladybird 2 The odd egg 3 Poddington peas 4 Jaspers Beanstalk 5. Oliver's vegetables	1.Somebody swallowed Stanley 2. The lighthouse keepers lunch 3. Tiddler 4. The shark in the dark 5 Billy's Bucket 6 Sharky and George

Curriculum Map Overview 2024-25 – EYFS – Reception

Key Vocabulary	Family Different Unique Naughty (Naughty Bus) Vehicles Harvest	Rhyme Jobs services Help Teamwork Diwali People who help us Christmas Nativity Presents / gifts Cards Celebrate	Celebrations Faiths New Year	Wild Dinosaurs Safari	Growing Seeds Plants What we need to keep things alive Harvesting	Ocean Aquarium Plastic pollution Swallowed Plastic Different sea creature names
WOW moments	Listening walk to the field Harvest Festival performance Visit to Tilgate for autumn walk Firemen visit	Dentist visit? Nativity Play Little Street Role Play – TRIP 13/11	Chinese new year activities Making pizza Rio carnival – masks and music Sushi making Holi festival Making sushi Trip to Pizza Express?	Making Pancakes Tilgate trip? Science week Easter story Egg painting? Mother’s Day cards Red Nose Day World book day dressing up	Hatching ducks/chicks Trying different salads/vegetables – making fruit kebabs Planting seeds	Trying food Commotion in the ocean paintings Theatre end of year trip??

<p>English – Writing</p>	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Distinguishing between different marks they make - Sometimes giving meaning to marks they draw and paint - Ascribing meaning to marks they see in different place - Can write their name - Beginning to use letter shapes - Understands that writing goes from left to right <p><u>Genre</u></p> <ul style="list-style-type: none"> - Drawing - Mark making <p><u>Key skills</u></p> <ul style="list-style-type: none"> - Mark making in different mediums - Name writing - Gross/fine motor activities 	<p><u>Key knowledge - Christmas</u></p> <ul style="list-style-type: none"> - To hear and say initial sounds when writing (words when applicable) - Writes labels independently - Writing in different mediums <p><u>Genre</u></p> <ul style="list-style-type: none"> - Christmas cards - Descriptions - Reports - Problem solving plans -maps <p><u>Key skills</u></p> <ul style="list-style-type: none"> - Writing labels - Activities to support forming letters correctly - Fine motor for key children 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - To hear and say initial sounds when writing (words when applicable) - Continues a rhyming string - Writes their name/labels independently - Can segment the sounds in simple words and blend them together - Writes words (age appropriate, CVC) independently using their phonic knowledge - Introduce upper and lower-case letters - Can read their labels and captions back <p><u>Genre</u></p> <ul style="list-style-type: none"> - Lists - Labelling - Captions - Speech bubbles <p><u>Key skills</u></p> <ul style="list-style-type: none"> - Name writing - Writing labels linked to lists - Activities to support forming letters correctly - Fine motor for key children - Rhyming activities - Games supporting hearing initial sounds - Sound bingo 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Attempts to write short sentences in meaningful contexts - Uses his/her phonic knowledge to write words in ways which match their spoken sounds - Beginning to write some irregular common words - Begins to include finger spaces in their work - Understands that a full stop goes at the end of a sentence <p><u>Genre</u></p> <ul style="list-style-type: none"> - Fact finding / fact writing - Exposure to nonFiction books and writing <p><u>Key skills</u></p> <ul style="list-style-type: none"> - Irregular word bingo – links to spelling - Support in finding facts and information - Model writing for a purpose 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Confidently write some irregular common words - Writes simple sentences which can be read by themselves and others - Spell words correctly and some words are phonetically plausible. - Includes fingers spaces. - Understands the need for a capital letter - Includes a full stop. <p><u>Genre</u></p> <ul style="list-style-type: none"> - Animal stories - Missing posters - Descriptions <p><u>Key skills</u></p> <ul style="list-style-type: none"> - Modelling how to describe something – giving clues - Developing story writing - Support in writing extended sentences 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Writes simple sentences which can be read by themselves and others - Spell words correctly and some words are phonetically plausible - Sentences include a capital letter, finger spaces and a full stop. <p><u>Genre</u></p> <ul style="list-style-type: none"> - Fact writing - Story writing - Maps <p><u>Key skills</u></p> <ul style="list-style-type: none"> - Developing story writing - Support in writing extended sentences.
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			<ul style="list-style-type: none"> - Big paper to support plans - Images to support caption writing - Model writing for a purpose 			
Reading Comprehension Word reading	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Has favourite stories/rhymes/poems etc - Uses (beginning to join in with) repeated refrains/fills in words from familiar stories and songs - Enjoying rhyming and rhythmic activities - Understands syllables - Looks at books independently and handles them carefully - Begins to recognise their name and familiar prints <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Access to a range of quality texts. - Listening games - Rhyming games - Hearing initial sounds - Reading familiar stories – pausing at key points for children to fill in the gaps. - I spy wall 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words - Listens to and joins in with stories and poems, one to one, and also in small groups - Confidently recognises their name and familiar prints - Can segment the sounds in simple words and blend them together and knows which letters represent some of them <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Fills in the missing words or phrases in a known rhyme, story or game - Exposure to a range of rhythmic poems and stories - Games which include their written name - I spy wall - Reading cvc words – games - Link bullet point one to cards (Christmas or other). 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Understands rhyme and alliteration - Suggest how the story might end - Listening to stories with increasing attention and recall - Describes the main story settings, events and characters - Can segment the sounds in simple words and blend them together and knows which letters represent some of them <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Rhyming activities - Reading cvc words – games - Access to a range of quality text – with strong links to our topic of around the world. - Time to talk about the books and what they can see and describing what has happened/could happen. 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Non-Fiction books - Begins to read words and simple sentences - Uses vocabulary and forms of speech that are increasingly influenced by their experience of books - Uses phonic knowledge to decode regular words and reads them aloud - Introduce digraphs (unit 7) <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Knowing the difference between fiction and nonfiction - Knowing how to get the information they need from the book. 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Reads and understands simple sentences - Reads some irregular words - Demonstrates understanding when talking with others about what they have read. <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Modelling reading aloud / group reading (following along when you are listening) - Irregular word bingo - Exposure to different types of text. - Answering questions about what they have just read. 	<p><u>Key knowledge</u></p> <ul style="list-style-type: none"> - Reads and understands simple sentences - Uses phonic knowledge to decode regular words and reads them aloud accurately. - Describes the main events in simple stories they have just read. - Reads common exception words <p><u>Key Skills</u></p> <ul style="list-style-type: none"> - Exposure to different types of text. - Answering questions about what they have just read. -Exposure to books containing extended sentences and words.

<p>Reading Provision</p>	<p>- 1:1 reading with children daily as a minimum expectation. - PP children and any children who require catch up keep up session to be read with more than once a week. - Sounds-write reading books to be included within the continuous provision daily to enable children to consolidate their reading knowledge.</p>	<p>- 1:1 reading with children at least once a week as a minimum expectation. - PP children and any children who require catch up keep up session to be read with more than once a week. - Phonic catch up keep up session to commence with Caroline Coomey– these groups will include children who are PP/not meeting minimum expectations for term 2. - Sounds-write reading books to be included within the continuous provision daily to enable children to consolidate their reading knowledge. - Group reading to begin with confident readers.</p>	<p>- 1:1 reading with children at least once a week as a minimum requirement. - Group reading to begin with confident readers. - Sounds-write reading books to be included within the continuous provision daily to enable children to consolidate their reading knowledge.</p>	<p>- 1:1 reading with children at least once a week as a minimum requirement. - Group reading to begin with confident readers. - Sounds-write reading books to be included within the continuous provision daily to enable children to consolidate their reading knowledge.</p>	<p>- Group reading with children who are confident readers. - 1:1 reading to continue with children who require further support with reading knowledge. - Begin whole class reading using online Sounds Write resources. - Sounds-write reading books to be included within the continuous provision daily to enable children to consolidate their reading knowledge.</p>	<p>- Group reading with children who are confident readers. - 1:1 reading to continue with children who require further support with reading knowledge. - Begin whole class reading using online Sounds Write resources. - Sounds-write reading books to be included within the continuous provision daily to enable children to consolidate their reading knowledge.</p>
<p>Phonics</p>	<p>Following sounds write program starting with the initial code. Focus on Unit 1 and 2</p>	<p>Following sounds write program starting with the initial code. Focus on Unit 3, 4 and 5.</p>	<p>Following sounds write program starting with the initial code. Focus on Unit 6 and 7.</p>	<p>Following sounds write program starting with the initial code. Focus on Unit 8.</p>	<p>Following sounds write program starting with the initial code. Focus on Unit 9 and 10</p>	<p>Following sounds write program starting with the initial code. Focus on Unit 11.</p>

<p>Maths - number</p>	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To know number names up to 5 - To know that numbers identify how many objects are in a set - To match pictures and objects - Compare amounts - Sort objects to a type <p>Key Skills</p> <ul style="list-style-type: none"> Uses some number names in play - Comparing comparisons of quantities - Sorting techniques - Matching numbers to quantities - Songs and rhymes 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To know numbers 1,2 and 3 - subitise to 3 and then to 5 - To reciting number names in sequence and recognising numbers, focus on 1-3 and then to 5 - Represent numbers to 3 and then to 5. - To know and recognises numerals 1 – 5 - One less than a number to 5 and one more than a number to 3 - Addition within 10 - One less than numbers to 5 <p>Key Skills</p> <ul style="list-style-type: none"> - Showing interest in representing numbers - Begin to show an interest in number problems - Careful counting opportunities up to 10 - Recognising numerals in the environment 	<p>Key Knowledge</p> <ul style="list-style-type: none"> -To introduce 0 - To find subitise and represent numbers to 5 and then 6,7 and 8. - 1 more and 1 less - composition of numbers to 5 - Conceptual subitising of numbers to 5. - To think about number bonds to 5 - Making pairs odds and even numbers - To know the term doubling. - understand that 2 numbers put together creates a new total. - To be able to compare numbers using the language of greater than, less than, more, fewer, the same, equals etc - To understand numbers can be odd and even <p>Key Skills</p> <ul style="list-style-type: none"> - Recognising and counting objects to 10 and beyond - Using language of more/fewer when comparing - To be exposed to numicon and cubes - Free flow opportunities 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To know the term doubling - Children will understand number bonds to 10 (addition) -To make arrangements of 10 - Contextual subitising to 10. - To explore odd and even - To be able to recognise numbers from 11-20 - Children will understand the + sign and what this means with numbers within 10. - To be able to count to 20 showing good 1:1 correspondence. <p>Key Skills</p> <ul style="list-style-type: none"> - To know where numbers are placed on a number line 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - Building numbers beyond 10. <p>Focus on number bonds to 10 (focus on children remembering these without visual aids.</p> <ul style="list-style-type: none"> - Subitising up to 5. Counting beyond 20 -Verbal counting patterns - To use number knowledge to help understand sharing equally and halving - To use doubles and build on them - Teen numbers recap - Continue to develop their understanding and recognising of numbers to 20 <p>Key Skills</p> <ul style="list-style-type: none"> - To show addition and subtraction (when thinking about number bonds) and apply their knowledge within their free flow play. - Children to recognise the amount of a number just by looking at an image up to 5. - Exploring and finding own maths problems 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To be able to count to 10 and beyond (up to 20) understanding the numerical pattern - Missing numbers on a number line - To use number knowledge to help understand sharing equally and halving - Even and odd sharing - Understand the 1 more and 1 less relationship between consecutive numbers. - Problem solving - Addition and subtraction facts focus. <p>Key Skills</p> <ul style="list-style-type: none"> - To count reliably to 10 and beyond - To practically use resources to show addition and subtraction. - To practically share objects between groups - To practically split things into two groups
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