

Cadmore End School
Curriculum Map 2020-21

Reception

Baseline assessment on entry. Language Assessment 1:1 – Hannah?						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross curricular Topic	All about me	Celebrations, Festivals and Light	Superheroes & People who help us	Lifecycles, Growing & Minibeasts	Traditional Stories – Collaborate with Class 2 <ul style="list-style-type: none"> • Goldilocks • Three Billy Goats Gruff • Three Little Pigs 	Going on an adventure
PSED	Settling children in Setting up classroom rules and establishing routines - timetable Modelling play, desired behaviour and tidy up routines Building on children's independence and confidence – selecting resources safely. Circle time – Talking about our emotions and what makes us special and different to others. Class Charter. – Rights and responsibilities.	Respect for others Respect of different cultures around the World. Respect of our belongings/environment Exploring different cultures and religions. Talk about keeping safe at Night. – Bonfire night?	Discussion about real life heroes and how we can be kind helpful people. Focus on Cadmore Values. Talk about our talents/ what we are good at. What we want to be when we grow up.	Explore where food comes from. Looking after the: environment Focus on looking after living things, showing care and concern for others – plants, animals (Pets week- hearing dogs/tiggywinkles), minibeasts etc.	Focus on consequences of our actions, Showing empathy for others. Discussions about honesty and telling the truth Respecting and knowing where things come from	Talking about achievements Working as a team Identifying others who follow the rules Moving on and saying goodbye – transition Expressing our feelings and emotions appropriately.

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Phonics	Phonic songs and rhymes: Environmental sounds Phonic on entry assessments Phase 2 – set 1-2	Introduction to phonic sounds – Phase 2 set 2-5 beginning phase 3 Oral blending and segmenting CVC/CCVC words	Focus on Phase 3 Teach and practise reading and spelling tricky and HFW's Applying phonic knowledge – constructing/ substituting sentences	Continue Phase 3- begin Phase 4 recapping Teach and practise reading and spelling tricky and HFW's Applying phonic knowledge – constructing/ substituting sentences	Focus on Phase 4 Recapping all sounds Teach and practise reading and spelling tricky and HFW's	Focus on Phase 4 Recapping all sounds Teach and practise reading and spelling tricky and HFW's
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<p>Literacy/CL</p>	<p>Speaking and Listening Focus – circle games to introduce new chn/names, etc Building chn's understanding – questions about stories</p> <p>Reading focus on early reading skills. Starting school books. Everywhere Bear.</p> <p>Narrative Unit 2 weeks – Handa's Surprise: creating a story map, shopping lists, using adjectives to describe fruits</p> <p>Pencil control Name writing</p>	<p>Instructional Writing Unit</p> <p>Firework story. Focus on imperative verbs</p> <p>Bible Stories/Can't you sleep little bear? – light Retelling and sequencing stories/events</p> <p>Story of Diwali - Using adjectives to write character descriptions of Rama and Sita.</p> <p>Elmer and the elephants – focussing on rhyming</p> <p>Writing theme – Letters, invitations, cards and lists – features of different writing templates Can't you sleep Little Bear – linked to light.</p> <p>Hand writing - Letter formation – cursive?</p>	<p>Poetry (2 weeks) – Brown Bear, Brown Bear, What do you see. Creating a Superhero rhyming class book following a rhyming string.</p> <p>Fiction (2 weeks) - Creative Literacy –Focus on different superheroes and their powers. Story writing based on a superhero. Ie, Magneto (Xmen), Batman, Ninja Turtles, The incredibles, Spiderman, Supertato.</p> <p>Non-Fiction (2 weeks) Finding out about real life superheroes. Researching about real life superhero's using information books. Explore the features of an information books and the use of a contents page.</p> <p>Writing themes across the half term - Wanted posters, comic strips, stories, speech bubbles, recounts, lists of questions, etc.</p>	<p>Narrative unit (4 weeks) The Hungry Caterpillar (2 weeks) - Writing a diary entry from the perspective of the caterpillar</p> <p>Non-Fiction Unit (2 weeks) 1 week – Exploring features of a non-fiction book (contents page, page numbers, glossary)</p> <p>Writing theme - fact file on minibeasts and on pets/animals. Instructions on how to look after a pet.</p> <p>1 week - Recount our trip to Tigglywinkles? Centre</p> <p>Handwriting – letter formations</p>	<p>Stories with repetitive language (2 weeks) The Three little pigs – writing an alternative ending to the story</p> <p>Non-fiction (2 weeks) Goldilocks – Instructions to make porridge. (recipe)</p> <p>Three Billy Goats Gruff – Wanted posters for the big bad troll. Questions – hot seating.</p> <p>Poetry (2 weeks) Examples of different types of poems. Writing shape/sense poems We're going on a bear hunt.</p>	<p>Stories linked to adventures (3 weeks) 2 weeks - Plan and write our own adventure story 1 week - Pirates – sea adventure.</p> <p>Non-Fiction (2 weeks) Pirate theme – Redbeard, Bluebeard and Blackbeard. letter – for or against being a pirate</p> <p>Underwater: Explore nonfiction texts, gather information and create Fact files about sea creatures for class book – Story linked to this topic - Sharing a shell/snail and the whale.</p> <p>Last week - Goodbye Reception writing template</p>
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Role-play Small World	Home corner		Superhero headquarters/MI5	Vets	Three little pigs construction workshop	Pirate ship Under the sea
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	African village- linked to Handa	Antartica – linked to Christmas Santa’s workshop	Police Station Fire Station	Animal shelter	Bridge	
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Physical Development	<p>Funky fingers focus - Developing fine motor/muscle control in environment Big movements moving to small movements.</p> <p>Gross Development – monitored in outdoor area/PE – group games</p> <p>Self-care needs – building independence to clean and look after themselves. – Hygiene Fastenings</p>	<p>Pencil grip/control</p> <p>Gross Development – Obstacle courses to travel in a variety of different ways Throwing and catching – ball skills Hopping/ balancing</p> <p>Self-care needs – building independence to clean and look after themselves.</p>	<p>Funky fingers, Fine motor control – scissors, pencil, variety of different media.</p> <p>Gross Development – monitored in outdoor area/PE. Linked to development matter statements: Gymnastics and running races</p> <p>Self-care needs – building independence to clean and look after themselves.</p>	<p>Funky fingers Developing fine motor/muscle control in environment Big movements moving to small movements.</p> <p>Gross Development – monitored in outdoor area/PE. Linked to development matter statements: skipping, jumping – long/high</p> <p>Self-care needs Healthy eating – using knives and forks independently. Exploring how are bodies change</p>	<p>Funky fingers focus Fine motor control – scissors, pencil, variety of different media.</p> <p>Gross Development – monitored in outdoor area/PE. Linked to development matter statements: running, hurdles – prep for sports day activities</p> <p>Children’s self-care needs.</p>	<p>Funky fingers focus Write Dance Fine motor control – scissors, pencil, variety of different media.</p> <p>Gross Development – monitored in outdoor area/PE. Linked to development matter statements – targeting needs based on assessments</p> <p>Children’s self-care needs</p>

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Maths	Counting 1:1 – more than/less than to 10 Recognising numbers 1-10 Number formations Basic 2D Shapes Data handling – our favourite fruits? Language linked to SSM/	Recognising numbers to 20. Positional language Repeating patterns Exploring simple addition Recap 2D – introduce 3D shapes and talk about their properties Language for height and money	Recap numbers to 20 , number formation. Building a secure number knowledge – more/less, bigger, smaller, ordering. Solving addition and subtraction problems practically Measuring distance and using language to describe	Consolidation of previous work. Reinforcing everyday mathematical language. Estimation, Sharing and halving an amount Doubling, counting in 2's, 5's and 10's Consolidate 3D shapes	Consolidation of previous work. Reinforcing everyday mathematical language. Using and applying number knowledge and SSM to solve problems and reasoning. Work on Doubling and Halving Solving addition and subtraction problems using a variety of	Consolidation of previous work. Reinforcing everyday mathematical language. Focus on estimation and problem solving skills involving reasoning. Counting in groups of 2's, 5's and 10's.
	Number in environment	Language linked to SSM/ Number in environment	distance Focus on capacity Intro to doubling objects/numbers Language linked to SSM/ Number in environment	Focus on days of the weeks and order familiar events. Time vocab – linked to Jaspers beanstalk. Language linked to SSM/ Number in environment	different methods. Using and applying number knowledge Focus on measuring weight – cooking and weighing ingredients. Exploring money and solving money problems by adding amounts – using and applying number knowledge.	
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UTW People and Communities/ The World & Technology	<p>Exploring pictures of when they were a baby and looking at similarities and differences – children bring in their own photographs to explore how they have grown.</p> <p>Sort pictures of themselves from baby to now. How we change?</p> <p>Respecting families from different cultures and their day-to-day routine</p>	<p>Celebrations of different cultures and festivals – Diwali/Christmas - explore how these are celebrated and respect their culture - dressing up in different clothes.</p> <p>Exploring different maps/globe/Earth to find India/Antarctica – discussing where it is? What the weather is like etc?</p> <p>Design a Rangoli Pattern on paint program – focus on using and controlling a mouse. – Purple Mash.</p> <p>Exploring light and dark Talking about electricity and building a simple circuit.</p> <p>Use of Ipad – create a Christmas star. – Purple Mash.</p>	<p>Exploring different types of superheros and different powers they have.</p> <p>Exploring magnets – go on a hunt for magnetic objects</p> <p>Sorting materials – purposes and uses – link to recycling/capes/parachutes.</p> <p>Exploring a different job each week – The police The Dentist The Firemen etc People who help us from around the world</p> <p>Explore use of technology – use a simple ‘paint’ program to design a superhero badge. – Purple Mash.</p> <p>Explore the festival - Chinese New Year (12th February 2021)</p>	<p>Focus on lifecycles – how things change (minibeasts)</p> <p>Lifecycle of a caterpillar – Looking after our caterpillars.</p> <p>Visits to the pond – look for frogspawn, froglets etc.</p> <p>Developing an understanding of growth, changes over time and habitat.</p> <p>Small world – exploring different types of animals each week. Mini-beast hunts.</p> <p>Pet’s week – different types of pets/care. Visit from a pet. Materials – keeping warm, adaptations.</p> <p>Plant vegetables.</p>	<p>Explore properties of materials – are they are similar and different. The Three Little Pigs.</p> <p>Using Beebots (linked to journeys that characters take e.g. big bad troll, bears.)</p> <p>Mixtures – add things to porridge Explore changes in state (melting, boiling) Make porridge/toast/popcorn/marshmallows/jam/chocolate. Vegetables.</p> <p>Plants growing – ‘Bring a plant to school Day’</p> <p>Look after our vegetables.</p>	<p>Treasure hunts/treasure maps. Explore the treasure using their senses. Coding – Purple Mash?</p> <p>Explore the different continents and seas – land and water</p> <p>Floating and sinking</p> <p>Similarities and differences between environments – transition related: link to new/old classrooms</p>
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				<p>and unhealthy. Technology – Using everyday technology to capture lifecycle of a caterpillar.</p> <p>Exploring why we celebrate Easter</p>		
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Expressive Arts and Designs	<p>Self portraits</p> <p>Free exploration of resources – junk modelling, accessing resources independently and safely.</p> <p>Hand prints linked to skin colour – book</p> <p>Drawing our families</p> <p>Playdough – manipulate for a purpose</p> <p>Printing with fruit - linked to Handa's Surprise</p> <p>Taste testing fruit.</p> <p>Drumming.</p>	<p>Explore colour mixing - Firework pictures (blowing/flicking paint from straws)</p> <p>Look at textures and how different materials 'feel'</p> <p>Design and make Diva lamps – link to Diwali</p> <p>Explore Asian costumes/music</p> <p>Design a Rangoli pattern and Mendhi</p> <p>Traditional Indian Dance</p> <p>Naturally dyed rice.</p> <p>Create salt dough decorations.</p>	<p>Opportunities to design and make superhero capes. – tie die/fabric pens/pillowcases.</p> <p>Design and make a superhero vehicle using Natural resources.</p> <p>Use weaving techniques to create a Chinese New Year Lantern.</p> <p>Dragon dance.</p> <p>Make Pancakes.</p> <p>Make fortune cookies.</p>	<p>Rubbings (fence/leaves)</p> <p>Looking at patterns</p> <p>Paint using symmetry – butterflies</p> <p>Easter activities - Explore Chorus/Verses – learn a new song with actions (Spring chicken – link to Easter)</p> <p>Marbling eggs, chocolate nests, Make an Easter garden and design an Easter box.</p>	<p>Creating masks of fairytale characters</p> <p>DT – cooking gingerbread men, bridge making to support</p> <p>Cress Sandwiches.</p> <p>When Goldilocks went to the house of the bears drama and dance.</p>	<p>ICT – design</p> <p>A pirate flag - Purple Mash.</p> <p>Making props to support role play</p> <p>Construction – design and build a model of a pirate ship using different construction materials.</p> <p>Design a boat and test if it floats or sinks.</p> <p>Song – A pirate went to sea, sea, sea....</p>
Visitors In			<p>People Who Help Us</p> <p>Police officer</p> <p>Fire fighter</p> <p>Paramedic</p> <p>TBC</p>	<p>Bring a Plant to School Day – organise end of Spring 2 term (weather depending)</p> <p>Hearing Dogs.</p>	<p>Goldilocks and the three pigs.</p>	<p>New Teacher.</p>
Visits Out		<p>Nordan Farm Theatre – TBC.</p>		<p>Tiggywinkles.</p>		<p>TBC – Whole School Trip</p>
Theme Day/Showcase for parents.		<p>Christmas Play</p>	<p>When I grow up... class assembly.</p> <p>Wear their capes.</p>	<p>Church Service</p> <p>Easter Bonnet Parade</p>	<p>Song and Dance based on When Goldilocks came to the house of the bears...</p>	<p>Pirate day – treasure hunt, create a map and</p>

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				Easter songs and Tiggywinkles feedback.		explore... parents get involved.