

Curriculum Map

Reception Autumn 1: All About Me (Geography driver)

Core Texts:



Possible lines of enquiry: Who are we? How are we different? What makes me, me? Where do we belong? What is community? What makes a family?

Topic related vocabulary: names of extended family members (cousin, aunty, uncle etc), home, house, flat, school, Ebbsfleet Green, Ebbsfleet, Dartford, London, map.

New vocabulary linked to starting school: classroom, dinner hall, tray, cutlery, teacher, library, playground, happy, excited, nervous, sad, worried etc.

Assessment: Statements in bold are to be used as assessment checkpoints. They are linked to child development milestones for a child with typical development. Staff will monitor children's progress throughout the term but will check these statements at the end of the term.

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>
-Introduce children to the concept of active listening, what this looks like and why it is important. -Be able to demonstrate active listening for short periods of time. -Engage in Storytime and short focus activities in small groups. -To understand that listening will help them learn and make friends. -To be able to understand and use new topic and school related vocabulary.	-To understand that their feelings are valid. -To show an awareness of the feelings of other people. -To become familiar with the classroom and demonstrate some independence when playing and exploring the learning environment. -Be able to use the snack area independently. -To be able to identify different feelings/emotions with support	-To be able to access a range of outdoor equipment and use it in different ways i.e. carrying bricks, riding a bike, climbing, travelling on an obstacle course etc. -Introduce Write Dance -To be able to use arms, shoulders, wrists etc to follow and copy Write Dance movements. -To show some fine motor skills when using playdough equipment to roll, squeeze, cut and shape the dough.

-To know and be able to use words linked to feelings, particularly in relation to starting school, settling and making new friends etc. -To be able to answer simple questions about themselves, their families and likes, dislikes etc. -To be able to talk in simple sentences about themselves, their family, how they are feeling etc. -To be able to take part in oral blending and segmenting activities. -To be able to talk about favourite books and stories.	-Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -To be able to identify how they are feeling. -To begin to understand the routines of the school day and to start following these routines. -To begin to build relationships with other children who are new to them. -To begin to build relationships with adults who are new to them.	-Show some ability to use different smaller equipment to create and construct - scissors, glue sticks, sellotape etc. -To demonstrate independence when using the toilet and putting on their coat etc. -To be able to move around the classroom independently showing some awareness of others. -To begin to show control over movements when lining up, waiting for their turn to go home etc. -To show an interest in and explore Forest School
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<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive arts and design</u>
<u>Phonics scheme Little Wandle</u> -To be able to orally blend and segment sounds to hear and say words. Continue to practice oral blending outside the main phonics session. -Begin Little Wandle Week 1 in the 2nd week and continue following scheme until assessment point in week 6. -To begin to blend sounds to read words.	<u>White Rose Phase 1 Just Like Me!</u> -To be able to join in with counting songs and activities. -To be able to use measurement language accurately, eg tallest, taller, shortest shorter, longer -To complete simple comparisons. -To take part in counting in real situations-how many children are here today? How many children are in the book corner?	-To know where they live i.e. Ebbsfleet, Dartford etc. -To know some of the features of the local area - Co-Op, the park, the train station etc. -To know what a map is. -To begin to understand the idea of community and what this means. -To know they belong to their family and to the school community.	-To be able to create self-portraits looking closely at colour, shape etc. -To look at colours and shapes in the outdoor area and in Forest School. -To look at the work of Andy Goldsworthy and to create artwork in his style using natural objects. -To be able to create transient art using natural objects - leaves, sticks, petals etc. -To be able to take part in singing.

-To be able to write some letters accurately. -To begin to segment sounds to write words -To be able to write their name. -To use the book area, showing an interest in books and holding them and turning the pages correctly etc. -To enjoy and be able to talk about books and stories. -To have a go at writing for different purposes - drawing pictures of their family with names or initial letters for family members, making cards for new friends signed with their name, pictures of the school with some labels i.e. p for playground, labels for areas of the classroom etc.	-To be able to count objects and say one number for each object. -To count with 1:1 correspondence. -To be able to say number names in order as they count. -Be able to link some numerals to the cardinal number. -To be able to identify matching pairs of objects. -To be able to identify the 'odd one out' in a set -To be able to describe how something is different or why it is the odd one out. -Be know what a pattern is. -Be able to identify patterns -To be able to spot a mistake in a pattern. -To be able to copy and continue AB, ABB patterns with objects	-To understand that we are all different and that our differences are what makes us special. -To know the ways in which we are different from each other. -To begin to explore a natural environment through Forest School and outdoor play and talk about what they have seen.	-To be able to listen to pieces of music and follow patterns and movements during Write Dance. -To be able to use imagination during role play activities and in the home corner. -5 things we can do with our hands and make into handprint display. -To create simple maps and representations of the local area.
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**The statutory baseline assessment will be carried out this term, ideally within the first four weeks but once the children have settled. To be completed within 6 weeks.*

**Little Wandle Phonics assessment takes place in week 6, after the first 5 weeks of teaching.*

Reception Autumn II: Toys (History and R.E driver)

Core Texts:



Possible lines of enquiry: What is a celebration? Why do people give gifts? How have toys changed over time?

Topic related vocabulary: celebrations, gifts, present, toys, game, old, new, past, present, sharing, Christmas, Diwali,

Assessment: Statements in bold are to be used as assessment checkpoints. They are linked to child development milestones for a child with typical development. Staff will monitor children's progress throughout the term but will check these statements at the end of the term.

**Little Wandle Phonics assessment takes place in week 6, after the first 5 weeks of teaching.*

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>
-To be able to understand and respond to questions i.e why do you think toys are different now? -To be able to use connectives when speaking i.e. I need my coat because it is raining. -Begin to describe events in more detail i.e. when talking about how their family celebrate Diwali etc. -To use language to describe how they are feeling and to ask for help. -Be able to retell a story from the topic i.e. The Naughty Bus.	-Be able to recognise their feelings. -To be able to wait their turn and show patience. -To become more aware of the feelings of others. -Be able to access the snack area independently and get a drink when they're thirsty. -To have developed relationships with other children. -To be independent within the environment, accessing resources and making decisions.	-To show confidence and independence accessing a range of outdoor equipment i.e the climbing frame, mud kitchen, sand pit etc. -To be able to show spatial awareness when moving around the outdoor area and when moving resources or riding bikes etc. -To show increasing control over gross motor movements during Write Dance sessions. -Begin to design and build obstacle courses and travel over them with increasing control, balance and coordination.

-To take part in sustained shared thinking activities. -To be able to blend CVC words orally. -To be able to demonstrate active listening during whole class story times and in focus group activities for appropriate lengths of time. -To learn new vocabulary linked to the topic and use this language in context during play and focus activities.	-To show a willingness to have a go at an activity which is new or proving challenging.	-To have a go at riding 2 wheeled bikes. -To practise throwing and catching large and then smaller balls. -To access the playdough station and use a variety of playdough tools to manipulate the playdough in different ways. -To use a range of creative and junk modelling resources to continue developing fine motor control when cutting, sticking, building and constructing. -To begin to develop an appropriate pencil grip. -To be able to use the toilet independently and wash hands afterwards.
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<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive arts and design</u>
<u>Phonics scheme Little Wandle</u> -Continue with Little Wandle scheme Week 1 Autumn 2. -To be able to segment sounds to write some CVC words and words with digraphs linked to phonics scheme. -To read simple sentences linked to phonics scheme.	<u>White Rose Phase 2 It's Me 1,2,3!</u> -To be able to count up to 5 with 1:1 correspondence. -To be able to match the numerals to the cardinal number up to 5 correctly. -Begin to subitise and recognise numbers up to 5 without counting i.e when playing fast fingers or rolling a dice.	-To know which season we are in. -To know that the season is changing/has changed from Autumn to Winter. -To be able to identify the things that are taking place which tell us that the seasons are changing. -To know that families have different traditions and celebrations.	-To know that colours can be made by combining other colours together. -To know which 2 colours make a secondary colour. -Create colour wheels and notice the different colours, both primary and secondary and different shades. -To learn about Kandinsky and create work in his style. www.thecraftyclassroom.com

-To be able to form letters correctly in the air, in sand, with a paintbrush etc. -To be able to write letters using a pencil (this will depend on the child's physical maturity and fine motor control etc) -To be able to read the tricky words linked to phonics scheme. -Read phonics books of the appropriate level. -To begin to understand that non fiction books give us facts and information. -To write Christmas cards, labels for toys, short sentences linked to stories and topic books.	-To know that numbers can be represented in different ways e.g. with fingers, on dice, numicon etc. -Be able to count in everyday situations i.e how many children are in class (with adult support if the number is large). -Understand that the next number counted is the previous number plus 1. -Be able to begin to compare 2 groups of objects and say which group has more or less. -Be able to count and recognise that if 2 groups have the same number this equal. -To explore circles and triangles and say how they are different eg triangles have straight sides a circle is curved. -To begin to develop spatial awareness and use some positional language. -To know that squares and rectangles have 4 sides.	-To know some of the ways that people take part in seasonal celebrations i.e. Diwali and Christmas. -To know the story of the Nativity. -To know the story of Rama and Sita. www.bbc.co.uk -To know that giving gifts is part of some celebrations and traditions. -To look at different toys and what they can do. -To begin to learn that toys have changed over time.	www.tate.org.uk and www.redtedart.com -To be able to use colour to create pictures and patterns. -To look at how colour is used in different celebrations i.e Bonfire Night, Diwali and Christmas. -To role play and retell stories linked to celebrations i.e the Nativity or Rama and Sita. -Make Diva lamps from clay. -To use imagination to develop longer narratives during role play. -Role play could include home corner, post office, Christmas workshop etc -To use a range of musical instruments to create sounds, beats and rhythms. -To think about how the sounds of different instruments make us feel.
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-To be able to create pictures and patterns with squares and rectangles.

www.whiterosemaths.com and
www.ncetm.org.uk

Reception Spring 1: Buildings, Houses and Homes (Geography and Science driver)

Core Texts:



Possible lines of enquiry: How does a building stay up? How can we build a bridge? Are all homes the same? What makes a home?

Topic related vocabulary: house, flat, caravan, window, roof, door, ceiling, floor, garden, building, skyscraper, bridge, tower, bricks, construction,

Assessment: Statements in bold are to be used as assessment checkpoints. They are linked to child development milestones for a child with typical development. Staff will monitor children's progress throughout the term but will check these statements at the end of the term.

**Little Wandle Phonics assessment takes place in week 6, after the first 5 weeks of teaching.*

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>
-To continue to demonstrate the skills of active listening for appropriate amounts of time and to be able to say why listening is important. -To be able to generate questions related to the topic.. -To be able to take part in sustained shared thinking activities and use talk to plan, investigate, problem solve etc. www.science-sparks.com for STEM challenges and science experiments.	-Begin to develop problem solving skills. -Continue to be increasingly aware of the feelings of others and to know that our words and actions affect others. -To develop some strategies to help resolve conflicts with peers. -To be able to take part in Circle Time activities, waiting their turn, listening to others etc. -To show increasing resilience when activities are challenging.	-To refine movements from Write Dance and begin to make them smaller i.e. can the shapes made with a ribbon in the air be replicated and made smaller on the ground using chalks? -To be able to form letters of the alphabet in different ways - large scale with chalks, paints and water etc as well as encouraging on a smaller scale with pencils. -To be confident to have a go riding a balance bike. -To be able to throw and catch balls and bean bags of different sizes. -To continue to develop an appropriate pencil grip.

-Learn new vocabulary linked to the topic and use this language in context during play and focus activities. -To be confident articulating ideas through increasingly well-formed sentences which include connectives and the correct tense. -To become more confident to use talk to help work out problems, organise thinking and to explain how things work and why they might happen.	-To know that making mistakes is part of learning. -To be developing strategies to deal with frustrations and when upset.	-Become more accurate and precise when using equipment and fine motor resources i.e can accurately cut different shapes with scissors, can use small containers to transport water without spilling, can thread small beads onto a string etc. -Give children access to real tools and support them in being able to use these safely and carefully with accuracy. -To use crates, blocks and planks to create large structures and bridges outside. -To be able to use smaller blocks to create towers and structures that balance. -To use the toilet independently. -To manage clothing including zips, buttons etc.
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<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive arts and design</u>
<u>Little Wandle Phonics Scheme</u> -Continue with Little Wandle beginning with Week 1 Spring 1 -To be able to form most letters correctly. -To know that non-fiction books give us facts and information about different things. -To enjoy looking at non-fiction books to support vocabulary and	<u>White Rose Phase 4 Alive in 5 and Phase 5 Growing 6,7,8</u> -To be able to compare numbers up to 5 -Begin to understand that numbers are made up from 2 or smaller numbers (this is called composition). -To know the composition of numbers 4 and 5	-To know that people live in different types of homes e.g. houses, flats, caravans etc -Look at buildings in the local area -To explore different materials and how they can be used for different purposes. -To know that there are different types of buildings e.g. houses/flats for people to live in, buildings for religious purposes etc -Look at photographs of London landmarks e.g. St Paul's cathedral, the	-To be able to use watercolour paints to paint pictures of buildings, constructions etc. -To create buildings using junk modelling materials. -To be able to develop a storyline into their play. -To be able to use their imagination when role playing, sometimes linked to

knowledge development of the current topic. -To be able to read books at the appropriate phonics phase. -To write about their home and/or who they live with, applying segmenting skills and knowledge of letter formation. -To have a go at writing labels for models/labelling parts of a building. -Writing words and/or simple sentences to describe how they made something. -label maps with different places using sounds they have been taught eg park, shops, bus stop etc	-Be able to play games which involve identifying partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don't? -To know that some things are heavier than others and this isn't always linked to size. -Be able to compare different objects and say which is heavier or lighter. -To be able to use balance scales and say whether something is heavier or lighter or the same. -To be able to explore capacity and know when a container is full, empty, early empty/full. -To be able to count 6,7,8 objects using 1:1 correspondence -To understand the composition of 6,7,8 -To be able to use 10's frames and fill the frame with 6,7,8 objects. -To be able to combine 2 number to find out how many altogether	Tower of London etc. -To know why we have bridges e.g. so people can cross rivers and transport things etc. -To know that London has lots of bridges because the River Thames runs through it. -To learn about Tower Bridge and how it opens to let boats through. -To look at photographs of the Dartford Crossing. -To look at how buildings are designed differently around the world and why e.g. houses on stilts. -Look at Eco homes and how they are helping the environment.	the topic and demonstrate new vocabulary. -Construction area could be turned into a building site - children are encouraged to use the blocks and cardboard tubes to design and make their own buildings. -Design and build a bridge -STEM activities-building bridges etc.
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	-To use 2d and 3d shapes to create pictures of houses and buildings.		
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Reception Spring II: Under the Sea (Science and Art driver)

Core Texts:



Possible lines of enquiry: What's at the bottom of the ocean? What is the problem with plastic? How do fish breathe underwater? How can water change?

Topic related vocabulary: pollution, planet, recycle, environment, ocean, sea, rain gauge, Cutty Sark, River Thames, names of sea creatures, freeze, melt, sink, float

**Little Wandle Phonics assessment takes place in week 6, after the first 5 weeks of teaching.*

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>
-To demonstrate active listening for appropriate lengths of time. -Take part in adult led sustained shared thinking activities and to show they can use talk to be able to talk to work out problems and give explanations (can they explain how they made their floatation device for example) -To talk about core books linked to the topic. -Learn new vocabulary linked to the topic and use this language in context during play and focus activities. -To be confident articulating ideas through increasingly well-formed sentences which include connectives and the correct tense.	-To develop and use strategies for resolving a problem -To understand why following class rules is important -Continue to be increasingly aware of the feelings of others and to know that our words and actions affect others. -To develop some strategies to help resolve conflicts with peers. -To be able to take part in circle time activities, waiting their turn, listening to others etc. -To show increasing resilience when activities are challenging.	-Develop confidence at riding 2 wheeled bikes. -Practise balance skills when using obstacle courses. -Be able to use a range of large equipment such as building blocks, wheelbarrows, water channelling etc with increasing confidence and accuracy. -Have a go at using bats and balls for balancing and hitting into targets. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming -Continue to refine movements from Write Dance and begin to make them smaller i.e. can the shapes made with a ribbon in the air be replicated and made smaller on the ground using chalks?

-To become more confident to use talk to help work out problems, organise thinking and to explain how things work and why they might happen.	-To know that making mistakes is part of learning.	-To be able to form letters of the alphabet in different ways - large scale with chalks, paints and water etc -To continue to develop an appropriate pencil grip. -Become more accurate and precise when using equipment and fine motor resources i.e. can accurately cut different shapes with scissors, can use small containers to transport water without spilling, can thread small beads onto a string etc. -Give children access to real tools and support them in being able to use these safely and carefully with accuracy. -To use crates, blocks and planks to create large structures and bridges outside. -To be able to use smaller blocks to create towers and structures that balance. -To use the toilet independently. -To manage clothing including zips, buttons etc.
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<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive arts and design</u>
<u>Little Wandle Phonics Scheme</u> -Continue with Little Wandle scheme Week 1 Spring 2. -To be able to form most letters correctly. -To know that non-fiction books give us facts and information about different things. -To enjoy looking at non-fiction books to support vocabulary and knowledge development of the current topic. -To be able to write words and/or simple sentences to describe how they made something. -To be able to read books at the appropriate phonics phase -To write for different purposes, may include a pollution poster, information booklet or leaflet, story writing, descriptive writing about the ocean etc.	<u>White Rose Phase 6 Building 9 and 10</u> -To be able to count forwards and backwards to 10. -To be able to represent 9 and 10 in different ways. -To be able to compare numbers to 10 and say which group has more/less etc. -To begin to explore number bonds to 10 using tens frames and numicon. -To be able to name some 3D shapes and use these shapes in play/construction activities. -To be able to identify and create AB patterns. -To be able to identify and create AAB and ABB patterns with loose parts.	-To know the earth is made up mainly of water. -To know that salt water is different from freshwater. -To carry out an investigation into salt water. www.littlebinsforlittlehands.com and www.science-sparks.com -To know that water is vital for survival and to our overall health. -To begin to understand that some countries do not have access to clean water. -To begin to understand that pollution is damaging the ocean's wildlife. -To learn different ways we can look after the environment, including the oceans. www.wwf.org.uk -To learn about the water cycle. -To make a rain gauge to measure rainfall. -To know that water changes when it freezes.	-To use imagination in role play activities. -To play with small worlds linked to topic (sea, beach, under the sea etc) -To learn some sea songs/shanties. -To listen and move to ocean/sea/storm music and sounds. -Use watercolours to create paintings of the sea and sky. -Make papier mache globes. -To learn about the work of Monet and create work in his style using oil paints and canvas. www.tate.org.uk and www.thecraftyclassroom.com -Learn about British artist Maggi Hambling and her art on waves-create some water inspired artwork. -Design a floatation device. -Design and create water channels to move and change the direction of flowing water.

		-To observe the changes in the freezing and melting processes -To identify which materials would be best to use to make a floatation device. -To know the difference between floating and sinking. -To know about Greenwich's naval history and the Cutty Sark	-To recycle plastic to create art sculptures www.upcyclist.co.uk and www.plasticpollutioncoalition.org
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Reception Summer 1: Lifecycles (Science and Art driver)

Core Texts:



Possible lines of enquiry: How does a caterpillar become a butterfly? What is a tadpole? How does a seed become a flower? What do plants need to grow?

Topic related vocabulary: flower, sunflowers, seed, life cycle, egg, caterpillar, pupa, butterfly, symmetry, symmetrical, stem, leaf, root, petal, soil, frog, tadpole

**Little Wandle Phonics assessment takes place in week 6, after the first 5 weeks of teaching.*

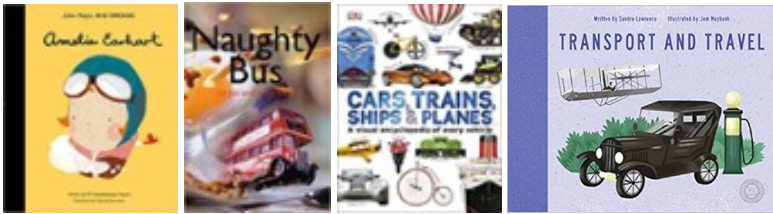
<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>
-Be able to use some new vocabulary linked to the topic. -Take part in sustained shared thinking activities and to show they can use talk to be able to talk to work out problems and give explanations (can they explain how they grew their plant or developed a miniature garden for example) -To talk about core books linked to the topic. -To answer questions beginning with who, where and when. -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -To be able to retell a familiar story.	-Continue to take part in sharing and turn taking games, increasing independence in this area. -Are confident in following the routines of the class and of the school day. -To be able to show an increasing awareness of other people's feelings. -To be able to recognise and talk about when something has been challenging. -To begin to resolve conflicts more independently or to know to ask for help. -To feel confident at expressing their feelings and recognising how they feel.	-Be able to use scissors with accuracy. -To be able to throw and catch a ball. -To become more confident riding a 2 wheeled bike. -To have formed an appropriate pencil grip. Start to develop the foundations of a handwriting style which is fast, accurate and efficient. -To be confident managing cutlery at lunchtime. -To be able to travel across obstacle courses of increasing challenge showing the ability to balance, crawl, jump, tip toe etc. -To understand the importance of handwashing and do this independently.

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<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive arts and design</u>
<u>Little Wandle Phonics Scheme</u> -Continue with Little Wandle beginning with Week 1 Summer 1 -Enjoy looking at topic themed books. Treating the books carefully and holding them correctly. -Be able to discuss core stories and books that have been read. -To know that non-fiction books tell us information and facts. -To be reading books at the appropriate level -Form lower-case and capital letters correctly. -To be able to read and write simple sentences. -To begin to punctuate with full stops and capital letters. -To write for different purposes, may include lifecycle information poster, instructions, designs for a garden, labelling parts of a plant, descriptive writing, stories etc.	<u>White Rose Phase 7 To 20 and Beyond and Phase 8 First, Then, Now</u> -To begin to build numbers beyond 10 using 10 frames eg a 10 and a 1=11. -Be able to count beyond 10. -To begin to order numbers beyond 10 in an ascending and descending order. -To be able to use numicon to create teen numbers. -To begin to understand spatial reasoning by matching arrangements of shapes. -To be able to use shapes and cubes to copy, match and rotate arrangements. -To be able to add 2 small numbers together to find the total. -To know that the total number in a group can be changed by taking an object away.	-To know that plants need water, sunlight, soil to grow. -To be able to show care and look after a plant. -To be able to observe changes to a growing plant over time. -To know the parts of a plant-stem, root, leaf and petal. -Carry out investigation into how roots absorb water by placing flowers into coloured water. -To be able to notice what happens when a plant dies and how it looks different. -Create a class sustainable garden using recycled materials to grow herbs etc. -To know the stages in the lifecycle of a butterfly. -To observe the changes in the life cycle of a butterfly. -To take care of caterpillars and butterflies in the classroom www.insectlore.co.uk -Look at plants and wildlife in Forest School and the school pond.	-To use imagination in role play activities. -To use language, including new vocabulary, in role play and when retelling stories during play. -To make close observations of plants and flowers to create pictures and paintings. -To have ideas to design a garden -To create terrariums for the classroom www.climatekids.nasa.gov/mini-garden/ -To be able to create miniature gardens using different materials such as stones, soils, sticks, petals etc. -Look at Van Gogh's Sunflower painting. Create art work inspired by Van Gogh's techniques. www.vangoghmuseum.nl www.tate.org.uk -Look at symmetry in nature and create symmetrical patterns and pictures. -To create art work inspired by Eric Carle

Reception Summer II: Transport (History and Geography driver)

Core Texts:



Possible lines of enquiry: What's the best way to travel? How do we make something move? How can we measure how fast something travels? How has transport changed over time? How does technology help us travel?

Topic related vocabulary: journey, transport, map, internet, travel, ticket, passport, international, technology, email, names of vehicles etc.

Assessment: Statements in bold are to be used as assessment checkpoints. They are linked to child development milestones for a child with typical development. Staff will monitor children's progress throughout the term but will check these statements at the end of the term.

**Little Wandle Phonics assessment takes place in week 6, after the first 5 weeks of teaching.*

**Judgements will be made this term as to whether children have met the ELG and the Profile will be completed.*

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>
-Be able to use some new vocabulary linked to the topic. -To answer questions beginning with who, where and when. -To use some connectives when talking. -Sustained shared thinking - To be able to talk to work out problems and give explanations (can they explain how they made their bridge for example)	-Continue to take part in sharing and turn taking games, increasing independence in this area. -Are confident in following the routines of the class and of the school day. -To be able to show an awareness of other people's feelings. -To feel confident at expressing their feelings and recognising how they feel.	-Be able to use scissors confidently. -To be able to throw and catch a ball. -To become more confident riding a 2 wheeled bike. -To have formed an appropriate pencil grip. -To be able to write the letters of the alphabet correctly and in an appropriate size, beginning to develop the foundations of a handwriting style which is fast, accurate and efficient.

-To talk about core books linked to the topic. -To be able to retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	-To be able to recognise and talk about when something has been challenging. -To begin to resolve conflicts more independently or to know to ask for help.	-To become more confident managing cutlery at lunchtime. -To be able to travel across obstacle courses of increasing challenge showing the ability to balance, crawl, jump, tip toe etc. -To understand the importance of handwashing and do this independently. -To know some things which keep us healthy-drinking water, washing hands etc.
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<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive arts and design</u>
<u>Little Wandle Phonics Scheme</u> -Continue with Little Wandle beginning with Week 1 Summer 2 -To be able to read and write simple sentences independently with capital letter at the beginning and full stop at the end. -To be able to demonstrate writing for different purposes. Opportunities for writing could include non fiction books, tickets, passports, leaflets, instructions, stories, directions and brochures.	<u>White Rose Phase 9 Find my Pattern and Phase 10 On the Move</u> -To be able to subitise small numbers -To know that doubling means twice as many -To be able to build doubles using real objects eg 2 identical tower or cubes, 2 matching numicon shapes. -To know that sharing equally means each group has the same amount.	-To know that transport has changed over time. -To be able to identify vehicles from the past and present. -To know who Amelia Earhart was and what she did. -To develop an understanding about the impact of travel on the environment. -To know that technology helps us to travel.	-Role play travel agents. -To play with small worlds linked to topic (airport, train station etc). -To design and draw maps and icons. -To plan and draw a journey. -To look at artists who depict towns, cities, vehicles, travel in their work. -Design vehicles/new mode of transport.

-To be able to form lower-case and capital letters correctly. --Enjoy looking at topic themed books and use them for reference, research and to help them in their learning. -Be able to discuss core stories and books that have been read. -To know that non fiction books tell us information and facts. -To be reading books at the appropriate phase	-To be able to share objects into equal groups eg each gingerbread man needs 3 buttons. -To begin to understand that some quantities can't be shared into 2 groups -To investigate which numbers are odd when sharing into 2 groups. -Recall number bonds to 5 and some to 10. -To be able to manipulate shapes to create new shapes, pictures and patterns.	-To use the internet to research and learn about different modes of transport. -To carry out a traffic survey. -To learn about road safety. -To know what a map is and be able to read a simple map. -To design their own maps and follow a route. -To design and build a vehicle that moves. www.ltmuseum.co.uk www.tfl.gov.uk www.roadsafetyweek.co.uk	
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