



Curriculum Map Term 1

All About Us

Key Questions: Who are you?

Who are your friends?

Where am you?

How do you feel?

Enriching experiences: explore my school- finding the toilets, lunch hall, playground, other reception classrooms.

Visit the Copse. Discovering new resources

Harvest festival.

Key vocabulary: me, I, family, different, same, special, home school, classroom, friends, timetable, help, community, now, next, first, then

emotions, happy, sad, angry, worried, calm

Skills we are developing to increase our independence:

I can unpack my belongings

I can follow my class rules and routines

I can identify my peers and class adults

I can express my own care needs (asking for a drink, food, toilet)

I can ask for help

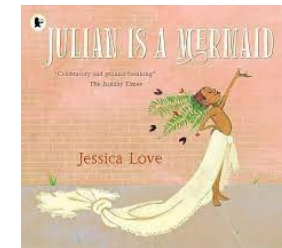
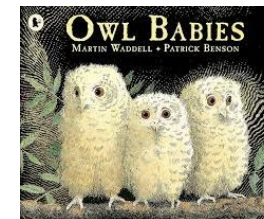
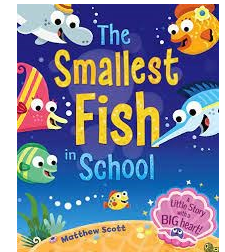
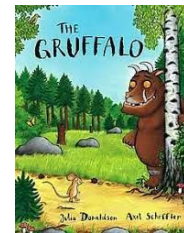
I can put on and off my own cardigan\jumper, coat and shoes.

I can ask to join in with my peers

I can share resources

I can find resources in my classroom

Key Texts:



Songs and nursery rhymes I will be singing:

-Days of the week

-1, 2, 3, 4, 5 once I caught a fish alive

-5 little ducks

-If you're happy and you know it

-The wheels on the bus

-Incy wincy spider



Curriculum Map Term 1: All About Us

We will be learning...

In Communication and Language to...

- experiment with new words I have learning
- begin conversations with my peers and teacher
- listen carefully to rhymes and songs
- sing a large repertoire of songs
- listen to and engage in stories 1:1, in small groups and larger groups
- begin to consistently use sentences of 4-6 words.
- talk about me and my family
- talk about my new school environment
- develop my use of social phrases i.e. good morning\good afternoon\excuse me

In Maths to...

- to match, order, sort and compare different objects
- counting objects, actions and sounds
- subitising
- explore patterns

Baselining

We spend time getting to know each child through simple activities and observing their play. This is called baselining. This is to allow us to see what each child knows to support us to inform future learning.

In Personal, Social and Emotional development to...

- choose my own play and resources
- know I am part of my class community
- play alongside and with my peers
- talk about my feelings and begin to understand how others may be feeling
- follow the rules and routines of the classroom.

In literacy to...

- understand the concepts of the books we are reading i.e. the print has meaning, the direction we read the text in English, the names of different parts of the book (i.e. title, front cover), print has different purposes, page sequencing.
- spot rhymes
- recognise words with the same initial sounds i.e. school and snake
- recognise syllables in a word by clapping them
- write our names

In Read Write Inc (RWI) we will...

- start to learn Set 1 Sounds
- blend sounds I hear into words i.e. c-a-t, cat.
- blend sounds I have learnt, to read simple words.

In physical development to...

- develop their fine motor skills so they can use a range of tools i.e. knife and fork, scissors
- use a comfortable grip whilst using mark making tools.
- put on, and take off cardigans\jumpers and coats independently
- meet my own care needs i.e using the toilet, washing my hands, looking after my teeth
- use my movement skills (rolling, walking, running, climbing, etc) to successfully negotiate my classroom space and equipment provided.

In Understanding the World...

- about ourselves, our families and our school community
- about differences between people
- to talk about what's around me (my new school environment)

In Expressive Arts and Design to...

- enjoy and take part in action songs, remembering and singing the songs we learn.
- take part in simple pretend play, developing their storylines as they are ready
- use different types of mark making to create pictures of ourselves, our families, our friends, our school and our emotions.
- explore different materials and resources to create.