


Reception's Curriculum Overview


Allanson Street Primary School- Early Years Foundation Stage Curriculum Map - Reception

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	'All About Me' and 'My School'	'Celebrations'	'Our Planet'	'Animals of Land and Sea'	'Traditional Tales'	'Journeys and Pirates'
Key Texts						
Enhancements:	<ul style="list-style-type: none"> Parents stay and play sessions. A visit from Gerald the Giraffe from SCARF 	<ul style="list-style-type: none"> A trip to Delamere Forest Visits from emergency services The Nativity Play The opportunity to watch performances by Altru Drama company – a visiting drama company 	<ul style="list-style-type: none"> Chinese Restaurant experience. Litter picking Trip to the Transport Museum A visit from Saint Rugby group 	<ul style="list-style-type: none"> Trip to Blackpool Zoo Minibeast hunt Family Easter egg hunt Stay and play session A visit from members of the local church 	<ul style="list-style-type: none"> Visit from an author. Trip to Library 	<ul style="list-style-type: none"> Trip to New Brighton Pirate day – stay and play.
Personal, Social and Emotional Development	<p>The first day back after each half term is a 'Well -Being Morning' dedicated to checking the children are happy, safe and ready to learn.</p>					
<p>Ongoing and embedded throughout the year. We use the whole school SCARF scheme to teach lessons around PSED.</p>	<p>Responsive to children's needs and introduce our school values of Kindness, Independence, resilience, pride, aspiration, respect, integrity.</p> <p>Introduce Ready, Respect, Safe Respect and boundaries. Focus on play and turn taking. Learn routines and boundaries.</p> <p>Emotions focus: happy, sad – where do I feel it in my body? What can I do about it?</p>	<p>Responsive to children's needs and reflect on our school values of Kindness, Independence, resilience, pride, aspiration, respect, integrity.</p> <p>Respect and Self –Regulation.</p> <p>Pants rule.</p> <p>Emotions focus: angry/frustrated, excited – where do I feel it in my body? What can I do about it?</p>	<p>Responsive to children's needs and reflect on our school values of Kindness, Independence, resilience, pride, aspiration, respect, integrity.</p> <p>Respect and Resilience.</p> <p>Emotions focus: Anxious/worried, calm/peaceful – where do I feel it in my body? What can I do about it?</p>	<p>Responsive to children's needs and reflect on our school values of Kindness, Independence, resilience, pride, aspiration, respect, integrity.</p> <p>Respect and Independence.</p> <p>Emotions focus: Bored/fed up – where do I feel it in my body? What can I do about it?</p>	<p>Responsive to children's needs and reflect on our school values of Kindness, Independence, resilience, pride, aspiration, respect, integrity.</p> <p>Respect and Focus.</p> <p>Pants rule.</p> <p>Emotions focus: Jealous, proud where do I feel it in my body? What can I do about it?</p>	<p>Responsive to children's needs and reflect on our school values of Kindness, Independence, resilience, pride, aspiration, respect, integrity.</p> <p>Respect and Independence.</p> <p>Emotions focus: Coping with change.</p> <p>Prepare for Year 1 transition. How do I feel? Where do I feel it in my body? What can I do about it?</p>



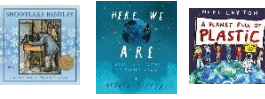





<p>Personal, Social and Emotional Development Development Matters</p> 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspective of others. <ul style="list-style-type: none"> • Manage their own needs and personal hygiene. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - Regular physical activity - Healthy eating - Toothbrushing - Sensible amount of screen time - Having a good sleep routine
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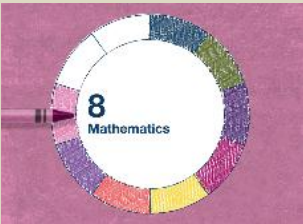
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<p>Physical Development</p> <p>Ongoing and embedded throughout the year</p>	<p>Fundamental Movement Skills- locomotor.</p> <p>Dough disco.</p> <p>Opportunities to develop fine and gross motor skills within continuous provision indoors and outdoors.</p>	<p>Fundamental Movement Skills- locomotor.</p> <p>Explore ways to push your body and pull your body.</p> <p>Dough disco.</p> <p>Opportunities to develop fine and gross motor skills within continuous provision indoors and outdoors.</p>	<p>Dough disco.</p> <p>Opportunities to develop fine and gross motor skills within continuous provision indoors and outdoors.</p>	<p>Dough disco.</p> <p>Opportunities to develop fine and gross motor skills within continuous provision indoors and outdoors.</p>	<p>Fundamental Movement Skills- Object Control.</p> <p>Opportunities to develop fine and gross motor skills within continuous provision indoors and outdoors.</p>	<p>Fundamental Movement Skills- Object Control.</p> <p>Dough disco.</p> <p>Opportunities to develop fine and gross motor skills within continuous provision indoors and outdoors.</p>

<p>Physical Development Development Matters</p> 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping - Climbing • Progress towards a more fluent style of moving with developing control and grace • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully, lining up and queuing and mealtimes.
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<p>Literacy Reading and comprehension</p> <p><i>Key texts (hooks for books) = Bold</i></p> <p>Communication and Language</p> <p><i>Ongoing focus on building skills & vocabulary</i></p>	 <p>Nursery rhymes/ songs Poems Various stories</p> <p>RWI – Phonics</p>	 <p>Nursery rhymes/ songs Poems Various stories</p> <p>RWI – Phonics</p>	 <p>Nursery rhymes/ songs Poems Various stories</p> <p>RWI – Phonics</p>	 <p>Nursery rhymes/ songs Poems Various stories</p> <p>RWI – Phonics</p>	 <p>Nursery rhymes/ songs Poems Various stories</p> <p>RWI – Phonics</p>	 <p>Nursery rhymes/ songs Poems Various stories</p> <p>RWI – Phonics</p>
<p>Literacy Writing</p> <p>Communication and Language</p> <p><i>Ongoing focus on building skills & vocabulary</i></p>	<ul style="list-style-type: none"> Children represent the phonemes they learn Mark making in provision Name writing Letter formation Shopping lists & Instructions 	<ul style="list-style-type: none"> Children represent the phonemes they learn Mark making in provision Name writing Labelling Write and post letters to Santa. Elf on the shelf response. CVC words 	<ul style="list-style-type: none"> Children represent the phonemes they learn Mark making in provision Name writing Labelling Sentence building CVC words 	<ul style="list-style-type: none"> Children research and write a fact file on a favourite animal. Sentence building 	<ul style="list-style-type: none"> Design house and label houses. Postcards from the Three Little Pigs, Retell traditional tales, write sentences. Write a weekly sentence about growing plants. 	<ul style="list-style-type: none"> Write a message in a bottle. Treasure map with instructions. Pirate adventure writing
<p>Communication and Language Development Matters</p> <p>Literacy Development Matters</p>  	<p>Communication and Language</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. <p>Literacy</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say the sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stops. Re-read what they have written to check that it makes sense. 					

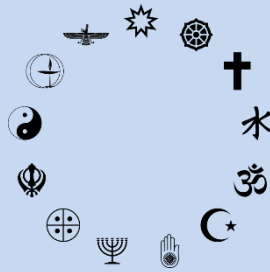

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<p>Mathematics</p> 	<p><u>Match, Sort and compare:</u> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting Create sorting rules Compare amounts</p> <p><u>Measure and Pattern:</u> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p> <p><u>It’s me 1, 2, 3</u> Find 1, 2 and 3 Subitise 1, 2 and 3. Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3.</p>	<p><u>Circles and Triangles</u> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p><u>1, 2, 3, 4, 5</u> Find 4 & 5 Subitise 4 & 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1 – 5</p> <p><u>Shapes with four sides</u> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p><u>Alive 5</u> Introduce zero Find 0 to 5. Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5</p> <p><u>Mass and Capacity</u> Compare mass Find a balance Explore capacity Compare capacity</p> <p><u>Growing 6,7,8</u> Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs – odd and even Double to 8 (find a double) Double to 8 (make a double) Combine two groups Conceptual subitising</p>	<p><u>Length, Height and Time</u> Explore Length Compare Length Explore height Compare height Talk about time Order and Sequence time</p> <p><u>Building 9 & 10</u> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10. 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (Find a Double) Doubles to 10 (Make a double) Explore even and odd</p> <p><u>3D Shapes</u> Recognise and name 3D shapes Find 2-D shapes within 2-D shapes Use 3-D shapes for tasks Use 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p><u>To 20 and beyond</u> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build Numbers beyond 10 (14-20) Continue Patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p> <p><u>How many now?</u> Add more How many did I add? Take away How many did I take away?</p> <p><u>Manipulate, compose and decompose</u> Select shapes for a purpose Rotate shapes Manipulate shapes Explain arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes in 3-D shapes</p>	<p><u>Sharing and grouping</u> Explore sharing Sharing Explore grouping Even and odd sharing Play with and build doubles</p> <p><u>Visualise, build and map</u> Identify units or repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions Explore mapping</p> <p><u>Make Connections</u> Deepen understanding Patterns and relationships</p>
<p>Mathematics Development Matters</p> 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. 					

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<p>Understanding the World The <i>Natural World</i> / Science</p>  <p style="background-color: yellow; display: inline-block; padding: 2px;">Lots of learning happens during our weekly Forest School sessions.</p> <p>Throughout the year, seasons and the effect on the natural world around them.</p>	<p>Introduction to investigation Station and resources. Throughout the year, children will be given opportunity to explore and investigate such as how magnets and lights work.</p> <p>Our bodies and their functions</p> <p>Healthy eating and healthy foods.</p> <p>Recognise and talk about signs of Autumn.</p>	<p>Throughout the year, children will be given opportunity to explore and investigate such as how magnets and lights work.</p> <p>Identifying signs of autumn.</p> <p>Hibernation and how animals prepare for winter.</p>	<p>Throughout the year, children will be given opportunity to explore and investigate such as how magnets and lights work.</p> <p>Signs of winter</p> <p>Exploring freezing and melting.</p>	<p>Throughout the year, children will be given opportunity to explore and investigate such as how magnets and lights work.</p> <p>Plants, flowers and growing.</p> <p>Learn the life cycle of a frog.</p> <p>Animal habitats - compare and contrast environments.</p> <p>Minibeasts – classifying and building different bug houses.</p>	<p>Throughout the year, children will be given opportunity to explore and investigate such as how magnets and lights work.</p> <p>Signs of Spring.</p> <p>Growing plants - observations talk about changes.</p> <p>Weather – effects of wind.</p>	<p>Throughout the year, children will be given opportunity to explore and investigate such as how magnets and lights work.</p> <p>Observe and talk about signs of Summer.</p> <p>Materials – how to make things float.</p>
<p>Understanding the World The <i>Natural World</i> / Science</p> <p>Development Matters</p> 	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Compare and contrast characters from stories including figures from the past.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>




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<p>Understanding the World People, Culture & Communities (including RE)</p> 	<p>Discuss and share celebrations that are important to children and families in our cohort throughout the year.</p>					
	<p>Who is special to me? Explore different important people in our lives.</p> <p>Why are we special.</p> <p>Explore similarities and differences between us.</p>	<p>Give examples of special occasions and suggest features of a good celebration.</p> <p>Recall simple stories and have some knowledge/experiences connected with</p> <ul style="list-style-type: none"> • Christmas • Harvest • Diwali <p>Say why festivals are special times for believers of different faiths.</p> <p>Christmas - Celebrating Jesus birth.</p>	<p>The children will explore the Chinese New Year Celebrations and traditions.</p> <p>The children will be able to talk about the customs and their importance.</p>	<p>The children will explore the Christian Celebration of Easter- looking at tradition and significance.</p> <p>Significant People and Mother’s Day.</p> <p>Visit from the local church to teach about Noah’s Ark</p>	<p>Significant places of worship</p> <p>Father’s Day.</p>	
<p>Understanding the World People, Culture & Communities (including RE)</p> <p>Development Matters</p> 	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	




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<p>Understanding the World People, Culture, Communities & The Natural World (including Geography)</p> 	<p>Where is home? What is a home?</p> <p>Let’s build a house (link to Geography - homes across the world).</p>	<p>What is life like in India – links to Diwali and</p> <p>Comparing school life in India to life in England.</p>	<p>Introduce globe and map of the world – where do we come from/ where have we visited, focus on UK.</p> <p>Where is the North pole?</p> <p>Talk about the town we live in St Helens locate on map.</p> <p>Focus on Recycling and impact on earth</p>	<p>Look at the globe and map of the world and plot where animals are from.</p> <p>Contrast of environments.</p> <p>Look at maps of zoo and draw own map</p>	<p>Create story maps of the traditional tales.</p> <p>Locate our minibeast hunts on a map.</p>	<p>Find and make treasure maps with symbols.</p> <p>Locate beach on the map</p> <p>Compare features of a beach to Parr, St. Helens.</p> <p>Comparison of environments based on where the pirates visited.</p>
<p>Understanding the World People, Culture, Communities & The Natural World (including Geography)</p> <p>Development Matters</p> 	<p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p>



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<p>Understanding the World History (Past & Present)</p> <p>Also see visitors and key texts</p> 	<p>Days of the week. Passing of time. Language yesterday, tomorrow, today, next week, last week throughout the year. How I have changed from birth (<i>My History</i>)</p>	<p>Days of the week. Counting down to important events on a calendar Remembrance Sunday</p>	<p>Moon landing – know things happened before they were born. Learn about Neil Armstrong. History of the camera through our book ‘Snowflake Bentley’.</p>	<p>Easter- Comparison of celebrations. Egg rolling, egg painting – Images from the past, etc.</p>	<p>How traditional tales are set in the past/ things have changed i.e. houses, castles, clothes, technology.</p>	<p>Comparison of how they have changed since September. Comparison of the seaside from today and the past.</p>
<p>Understanding the World History (Past & Present)</p> <p>Development Matters</p> 	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>Comment on images of familiar situations in the past.</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>Comment on images of familiar situations in the past.</p>	<p>Comment on images of familiar situations in the past.</p>
<p>Understanding the World Technology / Computing</p> 	<p>E safety. Introduce technology provision IWB, iPads, laptops Children learn to use a touch screen iPads and how to select options on screen. Children learn to follow instructions (Algorithms) Learn to spot patterns Children learn to sequence familiar tasks.</p>	<p>E safety. Teach children to use basic computer programs and apps. Mouse skills. Paint program firework pictures.</p>	<p>E safety. Google maps to view cold/ice/snowy places. Digital pictures of different styles of dwellings linked to Geography and Design and Technology. Electronic devices in home. Take digital photos of signs of winter.</p>	<p>E safety. Bean diary children take photos. Bug hunt google research. Plot animals on a digital globe.</p>	<p>E safety. Google earth survey minibests. Typing skills.</p>	<p>E safety. Beach - record sounds & link to photos taken with ipads. BeeBots/programmable toys.</p>

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Expressive Arts and Design Exploring and Using Media and Materials Being Imaginative (including DT) <div style="text-align: center; margin-top: 10px;">  </div>	Introduce the Creation Station Practise cutting with scissors. Teach how to make playdough Teach DT joining skills with glue and tape.	Introduce design process making fireworks/rockets. Hinges and catches - design and make Christmas card own design	Joining materials linked to stick man using natural and manmade materials Children Design and make a house - linked to homes across the world Teach DT joining skills with PVA glue, spilt pins	Animal masks Split pin animals	<u>Baking and Cooking</u> - Stew for the giant - Gingerbread House - Healthy lunch for the 3 little pigs - Wolfie’s scones.	Class project - working in groups of 4/5 Design and make pirate ship for Pirate Pete that will float - materials testing
Expressive Arts and Design Exploring and Using Media and Materials Being Imaginative (including Art) <div style="text-align: center; margin-top: 10px;">  </div>	<u>Drawing</u> Use a variety of media to draw visual elements. line, shape, tone and space. Observational work: Objects. Draw from memory and imagination. Vocabulary of marks. Length, thickness, straight, curved, etc.	<u>Painting</u> Use a wide range of colours. Mixing colours, shades and tints. Applying paint in different ways. Brushes, sticks, fingers, combs, rollers, knives. Add sand, glue, sawdust for texture. Emotional aspect of using colour.	<u>Collage</u> Using a variety of materials to make free collage. Natural/ man made textiles. Tearing and cutting paper. Develop visual discrimination. Using junk fabric, paper, foil, etc to make free patterns or pictures. Using collage techniques with other media.	<u>Patterns & Printing</u> Using a variety of objects to print. Animal prints Pattern and sequence. Using body parts to print. Using fruit and vegetables. Mono printing. String blocks and polystyrene. Using 1 and 2 colours.		<u>Sculpture</u> Experimenting with plasticine, clay and dough. 3D junk materials. Clay- rolling cutting coiling. Using clay to make pots, pinch, coil or slab built pots. Making impressions on materials. Straw constructions Using additive methods- mod roc, plaster of Paris, fillers, and subtractive methods- carving
<p>Potential Resources within Provision.</p> Aprons, Mirrors, Junk modelling materials, Glue sticks, sticky tape, masking tape and dispensers, Scissors, Paper and card of different sizes and colours Cotton wool, Ribbon, wool Liquid colour paint, Stencils, stamps, Easel paintbrushes, sponges and paint dabbers Felt-tip pens, coloured pencils, wax crayons, stickers, paper and foam shape. Paper bags, bottle tops, PVA glue, paper clips, elastic bands, thick card, thin hardboard, plastic trays, tubes, straws, cardboard tubes, patterned scissors String, thin rope, textured materials, pebbles, pasta, buttons, pom-poms, coloured powder paint, measuring spoons, mixing palette, water spray, different-sized paintbrushes, rollers Coloured chalks, Interesting items for children to draw Tin foil, wrapping paper, tissue paper, small world toys, a light table or overhead projector, Fasteners of different sizes Dowelling, fabric cut-offs, natural materials, printing materials.						
Expressive Arts Development Matters <div style="text-align: center; margin-top: 10px;">  </div>	Explore, use and refine a variety of artistic effects to express their ideas and feelings (colour mixing).	Explore, use and refine a variety of artistic effects to express their ideas and feelings (colour mixing).	Return to and build in their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Create collaboratively, sharing ideas, resources and skills. Return to and build in their previous learning, refining ideas and developing their ability to represent them.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build in their previous learning, refining ideas and developing their ability to represent them.

Allanson Street Primary School- Early Years Foundation Stage Curriculum Map - Reception

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	‘All About Me’ and ‘My School’	‘Celebrations’	‘Our Planet’	‘Animals of Land and Sea’	‘Traditional Tales	‘Pirates’
<p>Expressive Arts and Design Exploring and Using Media and Materials Being Imaginative (including Music)</p> 	<p>Charanga unit – Me!</p> <p>Nursery rhymes daily</p> <p>Bear hunt sound effects to the story</p> <p>Duration and Tempo Pictorial notation for each sound effect</p> <p>Pitch explored through the year</p>	<p>Charanga unit – My Stories</p> <p>Nursery rhymes daily</p> <p>Songs – I am a music man Listen and respond to Handel music for royal fireworks discuss feelings and emotions and responses to music</p> <p>Watch pantomime performance discuss performance skills</p> <p>Christmas performance songs and actions</p>	<p>Charanga unit – Everyone!</p> <p>Nursery rhymes daily</p> <p>Body percussion explore tempo, dynamics, tap and match rhythms</p>	<p>Charanga unit – Our World</p> <p>Nursery rhymes daily</p> <p>Make instruments to perform with.</p> <p>Bug dances – children respond to music link to Bug ball song</p>	<p>Charanga unit – Big Bear Funk</p> <p>Nursery rhymes daily</p>	<p>Charanga unit – Reflect, Rewind and Replay</p> <p>Create and perform sea soundscapes.</p> <p>Performances – Reception’s Got Talent.</p>
<p>Expressive Arts and Design</p> <p>Development Matters</p> 	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>

