



## Yearly Curriculum Map 2019/20

### Year Reception

**King Offa Primary Academy**

|         |                | Term 1  | Term 2   | Term 3  | Term 4  | Term 5   | Term 6  |
|---------|----------------|---|--|---|---|--|---|
| English | Text           | Funnybones  | Stickman   | Supertato   | The Rainbow Princess  | The Three Little Pigs  | The Hungry Caterpillar / 10 ways to save the planet   |
|         | Genre Type     | Cumulative - F<br>Labels - NF   | Warning - F  | Beating a Baddie - F<br>Lists and captions - NF   | Journey Story- F<br>Poetry F  | Beating the Baddie - F   | Lists and Captions - NF<br>Journey - F  |
| Maths   | Strand         | Number<br>Space, shape and measure  | Number<br>Space, shape and measure   | Number<br>Space, shape and measure  | Number<br>Space, shape and measure  | Number<br>Space, shape and measure   | Number<br>Space, shape and measure  |
|         | Focus/Skill    | Use number in play<br>Recognises numbers and can count out the right number of objects/actions<br>Uses shapes in pictures                 | Matching objects to numerals<br>Starts to represent numbers<br>Counting up to 10 and beyond<br>Counting up to 10 objects<br>Using positional language<br>Uses shape in construction<br>Creates patterns                            | Starts to find totals by combining<br>One more/one less up to 5 then 10<br>Records work with their marks<br>Describes shapes 2D and 3D<br>Orders items by length/weight/capacity<br>Orders time sequence            | Estimating<br>More/fewer language<br>Subtraction in taking away<br>Counting up to 20<br>Ordering numbers to 20<br>Use time and money language<br>Patterns       | Using mathematical language to create and solve mathematical problems<br>One more one less without apparatus<br>Subtraction- counting backwards  | Using a number line to count on and backwards to solve addition and subtraction<br>Doubling and halving<br>Mathematical language to describe 3D shapes<br>Using distance language |
| C&L     | Prog. Of Study | Listening and Attention/<br>Understanding/<br>Speaking  | Listening and Attention/<br>Understanding/<br>Speaking   | Listening and Attention/<br>Understanding/<br>Speaking  | Listening and Attention/<br>Understanding/<br>Speaking  | Listening and Attention/<br>Understanding/<br>Speaking   | Listening and Attention/<br>Understanding/<br>Speaking  |
|         | Focus/Skill    | Can show some listening skills<br>Follow simple instructions<br>Understands the uses of the equipment<br>Can talk about what has happened | Listens with more interest and responds to stories with refrains.<br>Can describe where something is with prepositions<br>Follows 2 step instructions<br>Using and and because in sentences.<br>Use language to support role play. | Can sit quietly during an activity<br>Can listen and then complete an activity.<br>Understands some humour<br>Asking questions<br>Uses different tenses<br>Extends vocabulary and uses new vocabulary in role play. | Listening attentively in different situations.<br>Able to follow a story without pictures or props.<br>Uses intonation<br>Links statements in an organised way. | Listens to stories and responds appropriately.<br>Listens and responds to peers ideas<br>Listen to more complex instructions<br>Able to express themselves being aware of the listener | Responds appropriately to different situations<br>Using tense correctly<br>Create their own narrative.  |

|         |                |  |   |  |   |  |   |
|---------|----------------|--|---|--|---|--|---|
| Paragon | Essential Qu.  | All about me? Who Am I? (FUNNYBONES)   | All About families: What is a family? (CELEBRATIONS)  | What Do Clothes Teach Us About People? (SUPERHEROES / PEOPLE WHO HELP US)  | All About Art: Why do people create Art? (Art Attack)   | All About Homes: What is a home? (Who lives here?)   | How do people live off the land? (Eco Warriors)   |
| PD      | Prog. Of Study | Movement   | Gymnastics  | Dance  | Net/Wall  | Striking and Fielding  | Multiskills / Swimming  |
|         | Focus/Skill    | Moves freely using suitable spaces and speed<br>To be able to use their bodies to imitate motifs from stories and topics such as animals and trees<br>To begin to respond with their bodies to different types of music. | Moves freely in a variety of different ways<br>experiments moving in different ways on equipment and jumps landing safely<br>Manages own risk assessment.<br>Negotiate space effectively – under, round, over equipment and obstacles | Explore and copy basic body actions and rhythms.<br>To be able to negotiate space confidently, using appropriate strategies.             | Demonstrates increasing control over objects<br>To be able to move and stop confidently, negotiating the space around them effectively.<br>Show good control over their bodies when exploring different skills. | Good control and co-ordination in large and small movement<br>Understand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe | Learn skills of running, jumping and throwing with a range of equipment.<br>Work with confidence in the water.<br>Explore and use skills, actions and ideas individually and in combination. i.e. Use arms to pull and push the water; use legs in kicking actions. |
| PSED    | Prog. Of Study | Making Relationships/ Self-Confidence/ Managing Feelings   | Making Relationships/ Self-Confidence/ Managing Feelings  | Making Relationships/ Self-Confidence/ Managing Feelings   | Making Relationships/ Self-Confidence/ Managing Feelings  | Making Relationships/ Self-Confidence/ Managing Feelings   | Making Relationships/ Self-Confidence/ Managing Feelings  |
|         | Focus/Skill    | Forming good relationships and including others in play i.e. sharing<br>Selecting own resources<br>Communicating with peers and listening<br>Aware of boundaries   | Explains their own knowledge and asks questions.<br>Takes on responsibility.<br>Confident in different social situations<br>Aware of others feelings<br>Solving their own problems<br>Working as a group                              | Finds compromise with peers<br>Confident to speak about their own needs/opinions<br>Understands their actions on others                  | Taking turns<br>Expressing preference of activity with reasoning<br>Knowing that some behaviour is unacceptable.  | Include others ideas in their activity.<br>Can say when they need or don't need help.<br>Adjust their behaviour to different situations and can adapt with a new routine.                          | Demonstrate sensitivity to other children and form positive relationships with other children.  |
| EAD     | Prog. Of Study | Exploring and Using Media/Being Imaginative  | Exploring and Using Media/Being Imaginative   | Exploring and Using Media/Being Imaginative  | Exploring and Using Media/Being Imaginative   | Exploring and Using Media/Being Imaginative  | Exploring and Using Media/Being Imaginative   |
|         | Focus/Skill    | Learning new songs<br>Simple construction<br>Using simple tools<br>Familiar role play  | Moving to music rhythmically<br>Exploring colour/texture to make pictures<br>Sounds of instruments<br>Joining in with a wider variety of role play  | Repeated rhythms<br>Movement to music<br>Learning a wider variety of songs<br>Constructing with purpose<br>Expressive in art/drama/dance | Creating different textures<br>Selecting a wider range of tools<br>Introducing storylines to their role play  | Adapting work when necessary<br>Develop a narrative<br>Experimentation with different textures   | Children creating their own songs and adding their own music<br>Creating their own art pieces and explaining them   |

|        | Prog. Of Study    | People and communities, The World and Technology  | People and communities, The World and Technology   | People and communities, The World and Technology  | People and communities, The World and Technology  | People and communities, The World and Technology  | People and communities, The World and Technology                                      |
|--------|-------------------|---|--|---|---|---|---|
| UTW    | Focus/Skill       | Shows an interest in their lives and those of personal significance.<br>Knows what makes them similar and unique<br>Comments about what they have seen/discovered in the world<br>Investigates toys that use ICT or have moving parts | Recognises and describes special events and joining in with them<br>They understand differences in different families<br>Talks about how things work<br>Knows how simple ICT works<br>Uses age appropriate software. | Knows that information can be selected from the computer<br>Completes a simple program on the computer. | Understands that children don't always enjoy the same thing<br>Understands growth and decay<br>Shows a concern for the living things<br>Looks at patterns and change in the environment<br>Understands that technology is all around us | Shows an interest in different occupation.<br>Know about similarities/differences with environments/materials /living things/places | Make observation of animals and plants and explain why some differences have occurred |
| Visits | X Curricular Link | Parents in to make a keepsake   | Nativity   | Emergency vehicles to visit   | Art Gallery Workshop  | Beach School  | Visit the farm or farm to visit us.   |