

**Dormice Curriculum Map 2017/2018 Reception Class Objectives related to EYFS statements from 40-60 months and ELG**

<b>Focus Area</b>	<b>Autumn 1</b> All About Me/ Autumn	<b>Autumn 2</b> Construction	<b>Spring 1</b> Space	<b>Spring 2</b> Plants/ Minibeasts/ Animals	<b>Summer 1</b> Traditional/ Fairy Tales	<b>Summer 2</b> Journeys/ Seaside/ Sea life
<b>Role Play</b>	Home Area- Bedroom, Kitchen, Living Room	Building site	Space station	Vet Surgery Animal Rescue Centre,	3 little pigs Jack and the beanstalk	Seaside camping Jungle
<b>Communication and Language</b>	Sitting quietly and focusing during activities  Listening and complete activity  Understanding humour and nonsense rhymes,  Introducing a storyline or narrative into play  Listening and responding to ideas	Responding to two part instructions.  Using language to imagine and recreate roles in play.  Talking to organise, sequence and clarify thinking, ideas, feelings and events	Following a story without pictures or props  Extending vocabulary, and exploring the meaning and sounds of new words.  Listen attentively in a range of situations.  Following instructions involving several ideas or actions.	Listening to stories, anticipating key events and responding to questions  Responding appropriately to others during discussion and giving <b>their attention</b> .	Answering questions about their experiences and in response to stories or events	Talking effectively, showing awareness of listeners' needs.  Developing own narratives and explanations by connecting ideas or events.  Using the correct when talking about past or future events
<b>Literacy</b>	Mark making  Recognising and writing name  Learning initial sounds and names of the alphabet  Alphabet book	Identify and saying the sound in simple words,  Blending the sounds together to say the word.  Writing identifiable letters to communicate meaning  Rhyming strings	Using phonic knowledge to decode regular words  Writing own name, labels & captions  Looking and discussing a range of fiction and nonfiction books  Beginning to write short sentences with adult support.	Reading words and simple sentences with some fluency.  Discussing where information can be retrieved from e.g. books, computers, internet etc.  Looking at a range of books  Using phonic knowledge to write simple words and sentences with little support	Learning to read and write common irregular words  Continuing to use phonics knowledge to spell words which are phonetically plausible  Write simple sentences independently  Using vocabulary and speech influenced by books	Reading and understanding simple sentences independently  Demonstrate understanding when talking with others about what they have read  Writing simple sentences which can be read by themselves and others
<b>Book list</b>	Starting School I am absolutely too young for school Lucy and Tom goes to school Come to school too Don't eat the Teacher	Miss brick and the builders baby Caveman cave The three little pigs If I built a house Brick by brick	Whatever Next Alien Loves Underpants Beegu The Way Back Home Man On The Moon Here Comes The Aliens How To Catch A Star	The Very Hungry Caterpillar Snail Trail I Love Bugs Superworm Oliver's Vegetable The Tiny Seed Titch Owl Babies Elmer The Tiger Who Came To Tea The Selfish Crocodile	Three Little Pigs Jack And The Beanstalk Little Red Riding Hood Little Red Hen Goldilocks And The Three Bears Three Billy Goats Gruff Cinderella The Boy Cried Wolf Black Beauty	Rosie's Walk Mr Gruntys Outing Oi Get Off Our Train Egg Drop  The Snail And The Whale The Rainbow Fish The Lighthouse Keeper's Lunch Bright Stanley Commotion In The Ocean Smiley Shark

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<b>Mathematics</b>	<p>Recognising numerals 1 to 5</p> <p>Counting actions and objects accurately and reliably</p> <p>Estimating the number of objects</p> <p>Counting to 10 and then beyond</p> <p>Ordering items by length and height.</p>	<p>Selecting the correct numerals</p> <p>Selecting, naming and describing 2D/3D Shape.</p> <p>Using objects and shapes to recreate patterns and build models</p> <p>Recognise, create and describe patterns</p> <p>Ordering items by weight and capacity</p> <p>Describing relative position/ distance and compare quantities and objects and to solve problems.</p>	<p>Recognising the numerals 1 to 10.</p> <p>Using mathematical language to describe objects and shapes.</p> <p>Ordering and sequencing familiar events.</p> <p>One more/less within 1 to 5 using practical objects.</p> <p>Measuring time</p> <p>Recording marks to represent number &amp; shapes.</p>	<p>Learning to count reliably from one to 20</p> <p>Using vocabulary involved in adding and subtracting in practical activities</p> <p>Addition and finding the total</p> <p>One more/less within 1 to 10</p> <p>Solve simple problems and compare quantities and objects related to size.</p> <p>Language related to time and money.</p> <p>Using the language 'more' and 'fewer' to describe 2 sets of objects</p>	<p>Placing the numbers 0-20 in order.</p> <p>Solve simple problems and compare quantities and objects related to time and money</p> <p>Solve simple problems and compare quantities and objects related to weight and capacity.</p>	<p>One more/ less than a number between 1 and 20.</p> <p>Addition and subtraction</p> <p>Counting on or back to find the answer.</p> <p>Solving simple problems, by doubling, halving and sharing</p>
<b>Personal, Social And Emotional</b>	<p>Making friends. Starting conversations and listening to others.</p> <p>School rules- lunch time, break time</p> <p>Ourselves – describing yourself, features, personalities, likes/dislikes, what we can do</p> <p>Personal Hygiene Dressing and undressing for P.E</p> <p>Boundaries and behavioural expectations</p> <p>Learning the rules of the classroom and routine of the school day</p> <p>Understanding the areas of the classroom – resources</p>	<p>Understanding and following the rules</p> <p>Sharing and taking turns looking after resources</p> <p>Taking turns and sharing</p> <p>Dressing and undressing for P.E</p> <p>Understanding and saying when they do or don't need help</p> <p>Independent use of resources</p> <p>Discussing feelings saying something nice about someone else in the class</p>	<p>Speaking to others with confidence</p> <p>Sharing our interest, needs, wants and opinions.</p> <p>Asking questions and explaining your answers</p> <p>Conflict- what to do when conflict occurs – how to resolve them</p>	<p>Understanding own actions and how it may affect others</p> <p>Discussion about negotiation and solving problems without aggression</p> <p>Try new activities, Say why they like some activities more than others.</p>	<p>Forming positive relationship with children and adults”</p> <p>Playing co-operatively together</p> <p>Taking turns</p> <p>Take into account other children's ideas</p> <p>Work as a group and as a class</p> <p>Speaking in a familiar group, Sharing ideas and Choosing the resources for activities</p>	<p>Showing sensitivity to others needs and feelings</p> <p>Sharing feelings and discussing behaviour and consequences</p> <p>Learning to adjust behaviour to different situation and cope with changes of routine.</p>

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<b>Physical Development</b>	<p>Developing a dominant hand</p> <p>Exploring different ways of moving</p> <p>Understanding how to transport and store equipment safely</p>	<p>Travelling with confidence and control</p> <p>Coming off an equipment appropriately</p> <p>Tracing lines and moving in different directions</p> <p>Safety and how to tackle new challenges</p>	<p>Eating and acknowledging the need for range of food.</p> <p>To explore the use of space and adjust speed</p> <p>Play competitive games</p> <p>Developing control over an object</p>	<p>Travels with confidence and skill</p> <p>Balancing and climbing equipment</p> <p>Handling tools and objects, safely and with control</p> <p>Practices safety measures without direct supervision.</p> <p>Holding and using a pencil effectively</p>	<p>Recognising and managing basic needs and hygiene such as independent dressing and toilet needs</p> <p>Move confidently in a range of ways,</p> <p>Co-ordination in large movements</p> <p>Understanding the importance of exercise and healthy diet</p> <p>Maintaining good health and being safe</p>	<p>Handling equipment and tools effectively</p> <p>Understanding the importance of safety when tackling new challenges, knows how to store equipment safely</p> <p>Co-ordination in small movements</p>
<b>Understanding the World</b>	<p>Joining in with family customs and routines.</p> <p>Discussing past and present events in their own lives and in the lives of family</p> <p>Discuss the features of their own immediate environment</p> <p>Understanding Harvest</p>	<p>Joining in with family customs and routines.</p> <p>Completing simple programs on a computer</p> <p>Identifying the traditions among families, communities and traditions</p> <p>Knowing a range of technology</p> <p>Understanding Diwali, Halloween, Fireworks &amp; Remembrance day</p> <p>Understanding Hanukkah &amp; Christmas</p>	<p>Observing closely at similarities, differences, patterns and change including materials and objects</p> <p>Using ICT hardware to complete computer software</p> <p>Identifying the traditions among families, communities and traditions</p> <p>Understanding Chinese New Year</p> <p>Shrove Tuesday, Ash Wednesday, Pancake Day</p>	<p>Recognising similarities and differences in places and living things</p> <p>Observing animals and plants</p> <p>Discussing changes and why some things occur</p> <p>Identifying the traditions among families, communities and traditions.</p> <p>Understanding Holi &amp; Easter</p> <p>Mother's Day</p>	<p>Recognising similarities and differences in and objects, materials.</p> <p>Recognising similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Understanding that children don't always enjoy the same things, and are sensitive to this.</p>	<p>Recognising similarities and differences in places, objects, materials and living things</p> <p>Discuss the features of many environments</p> <p>Compare how environments might vary from one another</p> <p>Selecting and using technology</p>
<b>Expressive Arts &amp; Design</b>	<p>Painting ,Self/ Family portrait</p> <p>Making funny faces biscuits</p> <p>Collage – plate faces, collage bodies</p> <p>Painting/easel, colour mixing and selects colour for purpose</p> <p>Playing cooperatively during imaginative play</p> <p>Introducing a storyline or narrative into our play</p>	<p>3D Work</p> <p>Singing songs and dances</p> <p>Create different textures</p> <p>Using movements &amp; gestures to express and respond to feelings, ideas and experiences.</p> <p>Using tools to shape, assemble and join materials they are using</p> <p>Construction using a variety of resources.</p> <p>Select resources and adapts when needed</p>	<p>Printmaking</p> <p>Create simple representation of events, people and objects</p> <p>Exploring the different sounds of instruments</p> <p>Using simple tools and techniques competently and appropriately</p> <p>Creating different textures and manipulates materials</p>	<p>Textiles</p> <p>Playing alongside other children who are engaged in the same theme</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Drawing</p> <p>Singing songs, making music and dance, and experiment with ways of changing them.</p> <p>Creating simple representations of events, people and objects in play.</p> <p>Playing cooperatively during imaginative play</p> <p>Using media and materials in original ways, and thinking about uses and purposes</p>	<p>Collages</p> <p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p> <p>Using media and materials in original ways, and thinking about uses and purposes</p>

