

Beam County Primary School Curriculum Map
Early Years- Reception
2020-2021

	Autumn Am I unique? How do we celebrate?		Spring What is in the sea? Who can save the world?		Summer What is around us? What is an animal?	
Literacy	<ul style="list-style-type: none"> Talk and listening to each other Able to follow directions Listening to stories with increasing attention and recall. Able to follow a story without pictures or props. Uses languages to imagine and recreate roles and experiences in play situations. Can segment the sounds in simple words and blend them Writes own name and other things such as labels and captions Phonics Phase 1 and Phase 2 		<ul style="list-style-type: none"> Listening attentively in a range of situations. Respond to what they hear with relevant comments. Listens and responds to ideas expressed by others in conversation or discussion. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Links sounds to letters, naming and sounding the letters of the alphabet Begins to read words and simple sentences. Attempts to write short sentences. They develop their own narratives and explanations by connecting ideas or events. Explore writing for a range of purposes. Phonics Phase 3 and Phase 4 		<ul style="list-style-type: none"> Follow instructions involving several ideas or actions They answer 'how' and 'why' questions about their experiences. Read and understand simple sentences. Uses phonic knowledge to decode regular and irregular words. To write their own stories, using simple grammatical structures. To develop a range of adjectives in order to describe. Phonics Phase 4 and 5. 	
Mathematics	<ul style="list-style-type: none"> Reciting, ordering, counting and recognising numbers to 20. Separating a group of objects. Using the language of 'more' and 'fewer'. Practical addition and subtraction. Exploring the shapes of everyday objects. Begin to use the names of solid and flat shapes. Creating patterns Identifying one more or one less than a given number Matching written numerals to a set. 		<ul style="list-style-type: none"> Reciting, ordering, counting and recognising numbers to 20 and beyond. Practical sharing. Creating pictograms. Explore time Exploring mass and capacity. Using language linked to measures. Ordinal numbers. Positional language (prepositions) 		<ul style="list-style-type: none"> Secure knowledge of numbers to 20 and beyond. Add and subtract two single-digit numbers. Solving real life problems which involve addition and subtraction Correct number formation Solve problems, including doubling, halving and sharing. Uses everyday language to talk about size, weight, capacity, position, distance, time and money. Read number names (one, two, three, etc) 	
Science	Ourselves Children will look at differences and similarities between themselves and their friends. They will use investigative skills and equipment in order to look at their face features, skin, explore using their senses. They will explore what helps to keep us healthy and what we need in order to grow.		Looking after our world Children will learn about the characteristics of the sea/ocean and the living life within water. Children will identify features of living things and habitats they live in. Looking at pollution within the ocean and the effect it has on living things. Exploring chemical reactions through investigations.		What are items made of? Exploring different materials used for different purposes. Naming materials and begin to look at properties. Linking with materials used for building- what characteristics make it fit for purpose?	
R.E	Making Friends Who are our friends and	Special Books Picture books, Diwali books,	Beginnings The beginning of	Living Things Caring for plants. What might	Special People Understanding people,	Being Responsible Responding to nature.

	why? Rainbow fish. New friends. Friends in faith.	prayer books, the bible, the Qur'an, different nativity story books.	Christianity. Resolving to do better.	the world be like without flowers? Life cycles. Christian belief, what happened when Jesus died?	Special people: dinner ladies, head teachers. Jesus as a special person.	Water, litter, our bodies, rules for life, keeping safe.
History and Geography	<p>This topic allows the children to explore the set out and purpose of a timeline and begin to learn about chronological skills linked to their own lives, with an introduction to the passing of time.</p> <p>History skills:</p> <p>Chronology, Enquiry, Similarities and Differences, Cause and Consequence</p> <p>Geography Skills:</p> <p>Locational and place knowledge, Human and physical geography, Geographical skills and fieldwork.</p>		<p>How do we celebrate?</p> <p>Children will use their knowledge of celebrations taught in Autumn to explore the countries they originate from.</p> <p>This topic has a high emphasis on geographical skills, knowledge and understanding for children to learn about the world around them.</p> <p>Children will also apply historical skills such as chronology, comparisons and handling artefacts.</p>		<p>Who can save the world- Medieval Times</p> <p>This topic allows the children to explore the life during medieval times. They will learn about kings and queens of the past and the knights that influenced history. They will learn about castles and how different England was in the past. They will learn how to source information and present as a class book.</p>	
P.E	<p>Awareness of space</p> <p>Stop on command</p> <p>Different travelling movements</p> <p>Simple ball skills</p> <p>Developing gross motor skills</p> <p>Developing correct pencil grip.</p>		<p>Dance</p> <p>Gymnastics</p> <p>Developing ball skills</p> <p>Handwriting practice- correct letter formation</p>		<p>Sport games</p> <p>Travelling movements, sequences</p> <p>Ball games</p> <p>Handwriting practice- correct letter formation</p>	
Art Design and Technology	<p>Mark making</p> <p>Drawing – range of media</p> <p>Line</p> <p>Pattern</p>	<p>Mark Making</p> <p>Exploring brush strokes</p> <p>Create a range of marks</p> <p>Develop control of making fine marks</p> <p>Explore objects to make make prints</p> <p>Explore objects to make imprints- clay</p>	<p>Colour</p> <p>Colours of the rainbow</p> <p>Primary colours</p> <p>Secondary colours</p> <p>Shades and tints</p>	<p>Land Art</p> <p>Natural materials</p> <p>Andy Goldsworthy's work</p> <p>Making paths</p> <p>Making spirals and paths</p> <p>Creating own land art</p>	<p>Using dots</p> <p>Using the text The Dot</p> <p>Developing drawing skills from a dot</p> <p>George Seurat's work</p> <p>Painting using dots</p> <p>Roy Lichtenstein</p>	<p>Hidden Shapes</p> <p>Looking at shapes within buildings</p> <p>Creating shapes using different materials</p> <p>Observational drawings</p> <p>Create a structure</p>
PSHE	<p>Belonging</p> <p>Self-awareness</p> <p>Understanding my feelings</p> <p>Managing my feelings</p> <p>Social skills</p>	<p>Friendship</p> <p>Working together</p> <p>Managing feelings- anger</p>	<p>Knowing myself</p> <p>Setting realistic goals</p> <p>Planning to reach a goal</p>	<p>Knowing myself</p> <p>Understanding my feelings</p> <p>Managing my feelings</p> <p>Standing up for myself</p>	<p>Understanding my feelings</p> <p>Managing my feelings</p> <p>Understanding the feelings of others</p> <p>Making choices</p>	<p>Knowing myself</p> <p>Understanding my feelings</p> <p>Understanding the feelings of others</p> <p>Making choices</p>
Computing	<p>Text and Multimedia Skills</p> <p>Develop mouse control through simple activities</p>	<p>Images, Video and Animation Skills</p> <p>Use a paint program or</p>	<p>Electronic communication Skills</p> <p>Use different forms of</p>	<p>Digital Research Skills</p> <p>Use a shortcut such as an icon on the desktop to navigate</p>	<p>Data Handling Skills</p> <p>Collect information, e.g., by taking photographs or</p>	<p>Logo and Control Skills</p> <p>Use a variety of electronic toys in play situations,</p>

	onscreen including click-and drag, drag-and-drop. Begin to use a keyboard and develop familiarity with letters, numbers, backspace (to delete), arrow keys and space bar. Use a keyboard in play situations.	interactive whiteboard software to make marks using simple tools, including changing brushes, fill, colour, and stamps, to communicate their ideas.	electronic communication in free play, e.g., email, mobile phones, hand-held devices, walkie-talkies, sound recording devices.	to a specific website. Explore a teacher-selected website or CD ROM to find a desired page, using hyperlinks and navigation buttons.	collecting objects. Begin to sort, classify or group various objects progressing from practical activities to the use of ICT, e.g., practically sorting fruit into colours, types or shapes, and then onscreen.	e.g., dance mats, Bee-Bots, and remote control toys, using basic directional language. Explore toys that simulate control devices e.g., traffic lights, scanner, microwave, cash tills, with the intention of finding out how it works. Explore the commands
Music	Special People Beat and tempo – In class provision children will explore a range of music from around the world. They will have the opportunity to explore playing a range of percussion instruments and will be provided with resources in order to make their own instruments. Children will be taught a range of songs and rhymes from different cultures.	Going Places High and low – Children will explore a range of sounds and discuss pitch. Is it a high sound or a low sound? Exploring a range of instruments and their voice, they will explore a range of sounds.	Moving Patterns Structure – Children will be exposed to a range of songs and rhymes and discuss and highlight repeated refrains and patterns in music that hear.	Working World Texture Children to experiment with groups of instruments and layering of instruments including group singing.	Growth and change Loud and quiet – Children will explore how to produce loud and soft sounds using their voices and instruments. Children will relate this to emotions and feelings linked to art.	Our senses Timbre Children will consolidate the skills they have learnt applying it to a range of genres and music from different cultures.
Possible Enhancements	Harvest Black History month No Pens Day Work week Role-play- homes to reflect range of cultures, costumes Inviting community helpers in to school Drama 4 All/ Perform company Role-play- police station, classroom Parents in Partnership- bring in photographs, name meaning Nursery Rhyme challenge Visit from emergency services Visit from dental nurse/ dentist What would you like to be when you grow up dressing up day Letters to Father Christmas and walk to postbox		Class pet Role-play- vets, animal hospital Superhero den/ cave Visit from the vet School fish tank observational drawings Sending home class mascot Mobile Zoo visit		Walk around local environment Growing in Eco Garden Mystery superhero Role-play- garden centre, farm shop, Parents in Partnership- send in photos of own home Parents in Partnership- Sending in photos of pets Going on an animal hunt Beam Bunnies- Mrs Mason Drama 4 All- Traditional Tales Trip to Thorndon Country Park Fairytale Day Superhero day	
Cultural Links	Learning about different festivals and customs Christmas- how do all the children celebrate? Respecting that others may not. Children to share own personal experiences linked to		Chinese New Year Mother's Day Easter Tasting Chinese food		Eid/ Ramadan Father's Day Provision will continually reflect the range of cultures within the cohort through photographs, clothing, food,	

	<p>celebrations and festivals</p> <p>Displaying photographs of different ethnicities within the provision.</p> <p>Sharing stories and rhymes from all around the world.</p> <p>Listening to music from around the world.</p> <p>Costumes/ clothing and food to represent different cultures.</p>	<p>Listening to Chinese music</p> <p>Provision will continually reflect the range of cultures within the cohort through photographs, clothing, food, etc.</p>	<p>stories etc.</p>
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