

Forest Lodge Academy Curriculum Map LTP Reception ●●● Cycle 1

	Autumn		Spring		Summer	
MAIN THEME (BUT NOT LIMITED TO)	Once Upon a Time (Literacy, PSED, Music)	Earth & Beyond (Geography, History, Science, RE)	Long, Long Ago (History, Geography, Literacy)	Food Glorious Food (Music, D&T, Art, Geography, Science)	Come Outside (Science, Geography, History, D&T)	Air, Land & Sea (D&T, Art, Geography, Science)
Possible key Questions	Are fairy tales real?	Are people the only living things on Earth?	How have you grown?	Where do we get our food from?	Where do you live?	How can we travel to different places?
Character Muscles	Curiosity, Imagination, Independence, Risk Taking, Enthusiasm, Concentration, Attention, Inclusiveness, Listening / Communicating, Friendship.					
Possible ideas / lines of enquiry.	Settling in, all about me, fairy tales / traditional tales, princess and princes, Disney films, my favourite story, my life story. <small>These mini ideas within the themes may change or be replaced depending on child interest or fascination</small>	Space, our homes, where we live, Leicester, Animals, Under the Sea, Habitats, The world, different countries that children may come from.	Dinosaurs, Changes in our local area, our family, how we have grown, castles and queens, Local history (King Richard III), local maps, our own homes.	Healthy foods and healthy bodies, Part of our bodies, foods from different culture, food from different animals, food from plants, how vegetables and fruit grow, cooking, planting fruit and veg, food shopping, café/restaurants	Animal habitats, seasons, weather, seeds, plants, trees, food that grows outside, local area, parks and gardens, minibears.	Tunnels, under the sea, pirates, mermaids, aliens, space, planets, transport, animals, holidays, travel, space stations, oil rigs, boats, canals
Class Visit/ Visitor	Story teller session from the library, Autumn Walk around school or local area.	Cinema trip – 2 by 2 Vets trip	Dinosaur workshop – baby dinosaurs and dinosaur dig	Cooking, planting vegetables, herbs, salad, cress, making a healthy lunch, trying different foods	Looking after Caterpillars in class and watching different life cycle stages	Have a beach day, trip to the farm.
Book Study	The Gingerbread Man The Hungry Caterpillar Three Little Pigs The Little Red Hen Jack and the beanstalk Cinderella The Princess and the Pea You choose	Superworm Polar Bear, Polar Bear Hairy Mcclairy at the vets Dear Zoo The Tiger who came to tea Squash and Squeeze. My Granny went to Market The Snail and the Whale	Ten Little Dinosaurs Dinosaurs love underpants Ten terrible Dinosaurs Dinosaur that pooped a bed Dinosaurumpus Harry and the bucketful of dinosaurs You choose Ten Little Dinosaurs	Non-fiction books about growing The very hungry caterpillar The Tiger who came to Tea Oliver's fruit salad The shopping Basket Daisy eat your peas Handa's Surprise Supertato	The Gruffalo Gruffalos child Little Red Riding Hood Itchy Bear Percy the park keeper Non-fiction books about woodland animals Brown bear brown bear	Pirates loves underpants The Little Mermaid Sharing a shell Barry the fish with fish fingers Commotion in the ocean Non-fiction books about sea creatures
CLL	Daily carpet sessions - understand how to listen carefully and why listening is important. Discuss together to make the class rules, follow these and remind our friends to follow them. Story times - talk about their favourite story characters from familiar stories and comment on what I don't like about the story. Concept cat is used to introduce 2 new words per week and added to the vocabulary display. Children will use the new vocabulary throughout the day. Talk partners – children will have a set talk partner. Retelling familiar stories from memory using story language. Listen to what friends and adults say and respond appropriately with a comment or question. Talk in full sentences during play. Singing a wider range of nursery rhymes and share in discussion their favourite ones. Role play - familiar settings e.g. home corner. Use of talk in full sentences to recreate their own experiences and feelings. NELI Jigsaw		Daily carpet sessions – short oracy activity at the start e.g. which doesn't belong? Consensus circle. Sentence stems 'I think...because.../I don't think...because...' Understand why it is important to follow the class rules. Story times – respond to others' ideas and feelings about the stories they've heard and ask questions to clarify their understanding. Concept cat is used to introduce 2 new words per week and added to the vocabulary display. Children will begin to use the vocabulary in different contexts. Talk partners – children will hold conversations with different talk partners. Retelling stories from memory with a clear structure of beginning, middle and end and speaking in full sentences. Five finger retell. Hold a short conversation with friends. Talk in full sentences during play using the correct tenses for past, present and future. Sing a wider range of nursery rhymes and add appropriate actions. Explain why certain ones are their favourites. Role play – extended range of settings linked to theme. Children use and apply new vocabulary learnt as they act out familiar stories. NELI Jigsaw		Daily carpet sessions – extend oracy activities to talk trios, use sentence stems 'I agree/disagree, linking to that, the main points were.' Use talk to express and explain why it is important to follow our class rules. Story times – talk confidently and engage in conversations and discussions about unfamiliar stories they have heard, offering suggestions for why things happened. Concept cat is used to introduce 2 new words per week and added to the vocabulary display. Children will begin to use the vocabulary competently within discussions. Talk trios – children will hold discussions within a trio. Retell stories from memory with correct use of tenses and conjunctions to join sentences together. Hold a longer back-and-forth conversation with friends during choosing time offering detailed responses. Talk in full sentences during play and use conjunctions to extend sentences further. Alter familiar nursery rhymes to create their own. Offer their own ideas about how to change them. Role play - Children use talk to build their own narratives. New vocabulary is embedded and back-and-forth conversations occur to build and develop their story. NELI Jigsaw	

Reading	Shared reading. Guided reading. Oral blending and segmenting Daily phonics. Free choice. Story time. Reading simple CVC words, phase 2 tricky words.	Shared reading Guided reading Oral blending and segmenting Daily phonics Voting system – Children choose their own daily story. Free access to reading areas in each classroom. Author/book of the week Reading phase 2 and 3 tricky words on teachers' lanyard Retelling stories and sequencing stories	Shared reading Guided reading Oral blending and segmenting Voting system – Children choose their own daily story. Author of the week/ book of the week Reading back their own stories Daily phonics Phonics activities in the classroom Answering simple questions and talking about what they have read.
Writing	Guided writing. Autumn 2 – lists, labelling and simple sentences. Shared writing. Independent writing. Name writing. Mark making. Following patterns.	Guided writing – lists, labelling, instructions, writing short sentences focussing on sounding out more independently and finger spaces. Shared writing. Independent writing Name writing Story scribing – writing tricky words and own words phonetically	Guided writing – To write sentences that can be read by themselves and others. To form recognisable letters that can be read by themselves and other. Independent writing Writing a variety of genre – recipe, wanted poster, instructions. <i>GD – To write a simple narrative story with a beginning, middle and an end.</i>
Phonics	Phase 2 letters and sounds	Phase 2/3 letters and sounds and tricky words.	Phase 3/4 letters and sounds. Learning all the tricky words.
Mastery Maths Number	0-6 – representation, subitising, more/less, counting up/down, rote counting. Counting activities, 1:1 correspondence Decomposition – what numbers make 6, how do we make a number. Ordering numbers	6-12 -- representation, subitising, more/less, counting up/down, rote counting. Sharing/halving/ doubling Decomposition – what numbers make 13, how do we make a number. Part/part/whole. Addition and subtraction One more and one less	0-20 - representation, subitising, more/less, counting up/down, rote counting. Sharing/halving/ doubling Decomposition – what numbers make 13, how do we make a number. Part/part/whole. Intro to simple place value – tens and ones. Addition and subtraction One more and one less Money – recognition of coins and value.
Theme Shape	Patterns. 2D shapes – up to 6 sides Sequence Routines Length weight and capacity	Repeating patterns 2D and 3D shapes and their properties. Length, weight and capacity.	Repeating patterns 2D and 3D shapes and their properties. Length, weight and capacity. <i>GD – Counting and grouping in 2's, 5's and 10's. Estimating.</i>
UTW	Getting to know their environments and learn new expectations and routines. Get to know the whole school as a community to where they belong. Learn the different roles of people in the school. As a starting point, discuss staffs own family and encourage the children to share their own family and the community by talk and sharing photos. Through Circle time and talk time children begin to recognise that there are many different families and how diverse they can be. Begin to name and talk about the purpose of places of worship and places that are important to them in their local area. Talk about the different occupations that the children come across in the community. Look at a range of artefacts from the past and present and talk about the children's accounts from the past and begin to talk about similarities and differences. Talk about the lifecycles of humans and children begin to organise the events using basic chronology, beginning to recognise that things happened before they were born. Through discussion about families, cultures and dreams develop positive attitudes to those children that are different to them. Take children to visit places of worship where possible or look at them interactively.	Talking about the life cycle of plants and animals and encourage children to show respect to all animals and plants. Plant seeds in our outdoor area and encourage children to show care and concern to new plants and existing ones. To observe closely and draw pictures of the natural world, including animals and plants. Begin to name and describe some plants and animals that the children might see in their outdoor area. Using the IWB to play games associated with the topic/session themed game. Using the red computer – changing the game and successfully completing it To understand their local area and where they live, but to also explore other places in the world. Through the topic, familiarise children with their address and where Forest Lodge is located (city) Look at aerial views of the school and begin to recognise buildings, open roads and talk about simple features that they can see. Teach children about places in the world that contrast with places that they know well. Through modelling new language develop relevant specific vocabulary to describe contrasting locations.	Through circle times and Jigsaw lessons explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live and so on. Compare the seasons by looking at photos from our seasonal walks and encourage the children to observe and suggest how animals behave differently as the seasons change. Encourage children to incorporate the Seasons and weather into their play. Explore how things work and talk about why. Exploring equipment in the classroom and allowing children to use tools to open up household pieces of equipment. Through the topic, Machines and me design well planned activities that allow children to observe and interact with natural processes, such as ice melting, sound causing vibrations and light travelling through a transparent material, magnets and floating and sinking. Enable children to choose different materials for different purpose to create or design their own robot or challenge them to create their own new invention.

	<p>Develop children’s vocabulary so that they have a rich bank of words to describe their own lives and the lives of others.</p> <p>IWB – games, mark making, learn pads, Red IWB independent learning. Learning about celebrations and traditions – Halloween, Diwali, bonfire night and Christmas and explore different countries through religious festivals.</p> <p>Daily day, date, weather and seasons.</p> <p>Go on a seasonal walk where children can observe the natural world and share stories about Seasons and weather.</p>	<p>Use a range of media to bring the wider world into the classroom such as images and Google maps.</p> <p>Share a range of non-fiction books that show a variety of contrasting environments. Invite visitors from different religions and cultural communities into class to share their experiences.</p> <p>Help children to build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p> <p>Explore Natural resources by increasingly using our outdoor area and create opportunities to discuss how we care for the natural world around us.</p>	
PSED/ British Values	<p>See SMSC Overview Map in relation to coverage for RSHE, Routes to Resilience, Mental Health and Wellbeing, Anti-Bullying and Safeguarding.</p> <p>British Values – Individual Liberty</p> <p>Jigsaw – Being Me (A1) Who... Me? How am I feeling today? Being at school, Gentle hands, Our rights, Our responsibilities.</p> <p>Jigsaw – Celebrating Differences (A2) What am I good at? I’m special, I’m me! Families, Houses and homes, Making friends, Standing up for yourself.</p> <p>Be happy, settled confident in their new environments. Talk about their families, likes and dislikes, share news, learning to express their own thoughts and feelings. Talk about their interests, enable the environment to include interests. Build upon friendships with new peers, learning new rules and boundaries. Begin to understand perseverance and resilience, encouraging pride in their efforts and how to reflect on challenges. To begin to manage own needs around toileting and hygiene. To learn about different celebrations – learning and respecting own and others beliefs.</p>	<p>See SMSC Overview Map in relation to coverage for RSHE, Routes to Resilience, Mental Health and Wellbeing, Anti-Bullying and Safeguarding</p> <p>British Values - Mutual Respect</p> <p>Jigsaw – Dreams and Goals (Sp1) Challenge, Never giving up, Setting a goal, Obstacles and support, Flight to the future, Footprint awards.</p> <p>Jigsaw – Healthy Me (Sp2) Everybody’s body, We like to move it, move it!, Food, glorious food, Sweet dreams, Keeping clean, Stranger danger.</p> <p>To be able to work in friendships groups and with other groups, cooperatively, being able to talk through challenges and support peers by talking about considerate behaviour. To learn how to set their own goals, and develop problem-solving skills by accepting that mistakes will be made and can be resolved. To understand that staying calm whilst frustrated can be achieved by talking through the frustration. To be able to make healthy choices and talk through them. Begin to attend phase and whole school assemblies and begin to learn about character muscles.</p>	<p>See SMSC Overview Map in relation to coverage for RSHE, Routes to Resilience, Mental Health and Wellbeing, Anti-Bullying and safeguarding</p> <p>British Values - Democracy and The Rule of Law</p> <p>Jigsaw – Relationships (Su1) My family and me, Make friend, make friends, never ever break friends, Part 1 and 2, Falling out and bullying, Part 1 and 2, being the best friends we can be.</p> <p>Jigsaw - Changing me (Su2) My body, Respecting my body, Growing up, Fun and fears, Part 1 and 2, Celebrations.</p> <p>To have self-regulation – understand their own emotions and those of others, to set and work towards their own goals, to be able to wait for what they want and control their own impulses, be able to have focussed attention, responding appropriately and show an ability to follow instructions of several ideas. To be able to manage self – confident to try new activities, showing independence resilience and perseverance when challenged, to be able to explain rules, behave accordingly, knowing right from wrong, and manage their own basic needs, toilet, dressing and making healthy choices. To build relationships – to work and play cooperatively, taking turns, have positive relationships with adults and peers, and be able to show sensitivity to own and other’s needs. To understand our character muscles and why they are important. To begin preparing for transition to year one.</p>
EAD	<p>To begin to mix primary colours to investigate what new colours they can make with step by step guidance if needed. Provide opportunities to work together to develop and realise creative ideas.</p> <p>Provide children with a range of materials for children to construct with. Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims Teach children different techniques for joining materials, such as different sorts of glue.</p> <p>Provide a range of materials and tools and teach children to use them with care.</p>	<p>After children have constructed with a range of materials discuss problems and how they might be solved as they arise. Reflect with children on how they have achieved their aims</p> <p>Model showing different techniques of joining things e.g.; such as tape, string. Children use a range of materials and tools with precision. Help children to define colours, shapes, texture and smells that they experience in the natural world in their own words. Discuss children’s responses to what they see.</p> <p>Visit galleries and museums (where possible or interactively to generate inspiration and conversation about art and artists.</p> <p>Introduce children to different kinds of music from across the globe, including traditional and folk music from Britain.</p>	<p>Reflect with children on how they have achieved their aims and activities/constructions.</p> <p>Encourage children to create their own music being aware of rhythm, pulse and a beat.</p> <p>Encourage children to choreograph their own dance moves, using of the steps and techniques they have used.</p> <p>Children can use a variety of vocabulary independently to talk about the colours, shapes, texture and smells that they can see and experience in the natural world.</p>

	<p>Encourage children to notice features in the natural world.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it.</p> <p>Learn a variety of songs that children sing independently or in a small group/ as a class. Children will be given the opportunity to go to (watch interactively) a live performance, such as a pantomime, play, music or dance performance.</p> <p>Props for imaginative role play will be available in the classroom for children to develop their imagination through small world play. Learn new songs.</p>	<p>Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Can they play a steady beat?</p> <p>Play pitch games as a class. Play listening and movement games where children think about how they could move to different instruments.</p> <p>Model how to tap rhythms to accompany words such as tapping the syllables of words. Listen to music with a pulse and encourage children to think about how they respond with their body to the changes.</p> <p>Encourage children to replicate choreographed dances such as pop songs, from around the world.</p>	<p>Children independently and imaginatively create from a range of media.</p>
<p>PD</p>	<p>Funky finger activities in the provision. Balanceability. Big moves interventions. Dough disco. Snippy disco interventions. Pen disco. Play dough. Pencil control activities, finding dominant hand and building control. Learning how to use cutlery and small tools independently. PE lessons – fundamental movements. Cosmic Yoga and GoNoodle – music and movement. Learning to use outdoors correctly, the apparatus and equipment.</p>	<p>Funky fingers/dough activities in the provision. Dough disco interventions Using scissors and a range of tools with increased control and confidence. Balanceability. Big moves interventions. Snippy disco interventions. Pen disco interventions. Play dough. Pencils control activities including letter formation and drawing with purpose with a building handwriting style. Using cutlery and small tools effectively. PE lessons – fundamental moves, negotiating spaces, changing speed and direction, using apparatus. Cosmic Yoga and GoNoodle – coordinating movement in time with the music. Outdoor activities, controlling apparatus such as balls, bikes and hoops. Jigsaw 'Healthy Me' – looking at the importance of exercise.</p>	<p>Uses a pencil fluently and holds it effectively to form recognisable letters, most of which are correctly formed. Drawing with accuracy and care. Using cutlery with confidence and skill. Dough disco. Balanceability. Using a wide range of small tools with control and purpose. P.E lessons to develop fundamental movements and learn team games. Sports day – moving in a variety of ways and using different equipment. Cosmic Yoga and GoNoodle – moving with rhythm and timing to music.</p>