

Forest Lodge Academy Curriculum Map LTP Reception Cycle 2

	Autumn		Spring		Summer	
Theme	Dream Big (Music, PSED, Literacy)	I am Special (RE, History, PSED, Geography)	Up, Up and Away (Science, Geography, History, Art)	Underground and Overground (Science, D&T, Geography)	Adventures (Geography, History, Literacy, Art)	Machines and Me (Art, D&T, Science)
What is a dream?	How could we fly up to the sky?	What makes someone or something special?	Are we the only living things on the Earth?	What adventures have you been on?	Are machines better than people?	What is a dream?
Character Muscles	Curiosity, Imagination, Independence, Risk Taking, Enthusiasm, Concentration, Attention, Inclusiveness, Listening / Communicating, Friendship.					
Possible ideas / lines of enquiry. These mini ideas within the themes may change or be replaced depending on child interest or fascination	Occupations, In the future, Fairy tales/traditional tales, Celeb dreams, I have a dream, Achievements, interest and likes and dislikes, all about me, heroes and superheroes.	Friends and family, Celebrations and different cultures, what makes me special, favourite toys or film characters, birthdays, seasons.	Superheroes, Space/Aliens, Weather, People & Places, Around the world in 80 days, Birds eye view, Animals, pyramids, volcanoes and mountains.	Minibeasts, Superworms, oliver's veg, transport, machines, bridges, tunnels, 3 Billy Goats Gruff	Holidays, transport, countries of the world, Leicester, explorers, fairy tales, Disney adventures	Robots, cars, trains, technology, past and present, transport, mending and fixing equipment.
Experience	Fire Brigade Visit or Visit the fire station. Superhero day	Class party Christmas activity day, Autumn Walk, trying different foods from different cultures, Diwali dancing Christmas party, Pantomime	Rocket launching, Weather Walk, Google Maps, Different artefacts from different countries, what happens to a balloon when you let it go?	Cooking, planting vegetables, salad, sunflower, minibeast hunt, make a boat that floats.	Summer picnic in the park,	Designing their own robot,
Book Study	Books chosen based on children's interest to help settle them in Non-fiction books about different occupations Little people, big dreams collection Fireman Sam Paw patrol - job roles Supertato	Meg and Mog Room on the Broom The night before Christmas Elf on the Shelf Pick a pumpkin Religious stories Rainbow fish Giraffes can't dance	Supertato Ten Little Superheroes Aliens love underpants Here come the aliens Whatever Next! How to catch a star Superkid My mum has x-ray vision	Ladybirds - The Lazy Ladybird Caterpillars and butterflies - The Hungry caterpillar Spiders - Incy Wincy Worms - Superwom Bees - The very Greedy Bee Itchy Bear Three Billy Goats Gruff	Little Red Riding Hood The Three Billy Goats Gruff The Three Little Pigs The Ugly Duckling Hansel and Gretel The Gingerbread Man Jack and the Beanstalk Granny went to Market	Duck in the Truck Wheels on the bus
CLL	<p>Daily carpet sessions - understand how to listen carefully and why listening is important.</p> <p>Discuss together to make the class rules, follow these and remind our friends to follow them.</p> <p>Story times - talk about their favourite story characters from familiar stories and comment on what I don't like about the story.</p> <p>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.</p> <p>Talk partners - children will have a set talk partner.</p> <p>Retelling familiar stories from memory using story language.</p>		<p>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...</p> <p>Understand why it is important to follow the class rules.</p> <p>Story times - respond to others' ideas and feelings about the stories they've heard and ask questions to clarify their understanding.</p> <p>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.</p> <p>Talk partners - children will hold conversations with different talk partners.</p>		<p>Carp Daily carpet sessions - extend oracy activities to talk trios, use sentence stems 'I agree/disagree, linking to that, the main points were.'</p> <p>Use talk to express and explain why it is important to follow our class rules.</p> <p>Story times - talk confidently and engage in conversations and discussions about unfamiliar stories they have heard, offering suggestions for why things happened.</p> <p>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.</p>	

	<p>Listen to what friends and adults say and respond appropriately with a comment or question.</p> <p>Talk in full sentences during play.</p> <p>Singing a wider range of nursery rhymes and share in discussion their favourite ones.</p> <p>Role play - familiar settings e.g. home corner. Use of talk in full sentences to recreate their own experiences and feelings.</p> <p>NELI</p> <p>Jigsaw</p>	<p>Retelling stories from memory with a clear structure of beginning, middle and end and speaking in full sentences. Five finger retell.</p> <p>Hold a short conversation with friends.</p> <p>Talk in full sentences during play using the correct tenses for past, present and future.</p> <p>Sing a wider range of nursery rhymes and add appropriate actions. Explain why certain ones are their favourites.</p> <p>Role play - extended range of settings linked to theme. Children use and apply new vocabulary learnt as they act out familiar stories.</p> <p>NELI</p> <p>Jigsaw</p>	<p>Talk trios - children will hold discussions within a trio.</p> <p>Retell stories from memory with correct use of tenses and conjunctions to join sentences together.</p> <p>Hold a longer back-and-forth conversation with friends during choosing time offering detailed responses.</p> <p>Talk in full sentences during play and use conjunctions to extend sentences further.</p> <p>Alter familiar nursery rhymes to create their own. Offer their own ideas about how to change them.</p> <p>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.</p> <p>NELI</p> <p>Jigsaw</p>
Reading	<p>Shared reading - Oral blending Read individual letters by saying the sounds for them (GPC) Reading phase 2 words by sound-blending Reading some phase 2 common exception words</p> <p>Guided reading - comprehension of what has been read One to one reading - books dependent on phonetic ability Daily phonics - Phase 2 taught and most sounds recognised when shown, blending CVC independently Story time - voting Free access to reading areas in each classroom - pink/red books</p> <p>Author/book of the week Phonics activities in the classroom - letter recognition, initial sounds</p> <p>Sequencing stories and literal questions about what they've heard</p>	<p>Shared reading - Reading phase 2/3 words by sound-blending, containing some digraphs Reading phase 2 and 3 tricky words on teachers' lanyards Beginning to read simple sentences independently</p> <p>Guided reading - anticipating key events in stories One to one reading - books dependent on phonetic ability Daily phonics - streamed phonic groups, phase 2 secure and recognising some phase 3 sounds, beginning to read simple sentences. Voting system - Children choose their own daily story Free access to reading areas in each classroom - yellow/blue/green books</p> <p>Author/book of the week Phonics activities in the classroom - CVC words</p> <p>Answering simple questions and talking about what they have read, literal and inferential questions</p>	<p>Shared reading - reading decodable books with increased fluency, Reading phase 3/4 words by sound-blending, containing digraphs Reading phase 3 and 4 tricky words on teachers' lanyards Confidently and independently reading simple sentences, reading back their own stories Guided reading - retelling stories using own words One to one reading - books dependent on phonetic ability Daily phonics - streamed phonic groups, secure with phase 2 and 3 phonics, beginning to read some phase 4 blends. Voting system - Children choose their own daily story Free access to reading areas in each classroom - orange/turquoise/purple books Author/book of the week Phonics activities in the classroom - simple sentences</p> <p>Retell stories and what they have heard in their own words, literal, inferential and evaluative questions</p>
Writing	<p>Name writing - writing forename independently</p> <p>Story scribing - verbally tell a story, write some CVC words and phase 2 tricky words</p>	<p>Name writing - writing forename independently and some letters from their surname Story scribing - writing some words consistent with their phonics knowledge and some common exception words</p>	<p>Name writing - writing forename and surname independently from memory.</p> <p>Story scribing - writing simple sentences to create a narrative</p>

	<p>Guided writing - mark making, following left to right and top to bottom Patterns, writing most letters accurately, lists, labels, using correct pencil grip</p> <p>Shared writing - short 3/4 word sentences, orally segmenting, secure grapheme phoneme correspondence for Phase 2 Independent writing - mark making, talking about what they're written, Writing CVC words and some tricky words</p>	<p>Guided writing - lists, labels, simple sentences, instructions, writing short sentences focussing on sounding out more independently and finger spaces.</p> <p>Shared writing - longer 5/6 word sentences, sounding out and writing CVC words, some phase 3 sounds Independent writing - sounding out and writing CVC words, beginning to write simple sentences</p>	<p>Guided writing - writing simple sentences independently that can be read by others. Forming recognisable letters formed mostly correctly. Writing a variety of genre - recipe, wanted poster, instructions, narratives and recounts Shared writing - extended sentences using 'and', finger spaces, capital letters, full stops Independent writing - writing simple phrases and sentences that can be read by others</p>
Phonics	<p>Recap of Phase 1 letters and sounds. Phase 2 letters and sounds</p>	<p>Phase 2/3 letters and sounds and tricky words.</p>	<p>Phase 3/4 letters and sounds. Learning all the tricky words.</p>
Mastery Maths Number	<p>Join in with Number rhymes and listen to Number stories. Daily counting activities where children hear larger numbers and have images of larger numbers so that the children become familiar with 2 digit numbers.</p> <p>Recognise numerals 0 to 5 and their representations. Be able to count out a given number to 5 and begin to use 5 frames to teach the number system. Become familiar with recognising small quantities in familiar patterns and subitise dots to 5. Introduce 'staircase' patterns which show that the next counting number includes the previous number plus one. Compare numbers to 5 using the vocabulary 'more than', 'less than', 'fewer' and the 'same as' or 'equal to'. Find 1 more/less, counting up/down, rote counting. Decomposition - what numbers make 5, how do we make a number. Become familiar with the different ways we make 5 using a range of practical resources. Understand the cardinality of numbers to 5.</p>	<p>Join in with Number rhymes and listen to Number stories. Daily counting activities where children hear larger numbers and have images of larger numbers so that the children become familiar with 2 digit numbers.</p> <p>Recognise numerals 5 to 10 and their representations. Be able to count out a given number to 10 and begin to use 10 frames to teach the number system. Become familiar with recognising small quantities in familiar patterns and subitise up to 5. Find 1 more/less, counting up/down, rote counting. Understand the cardinality of numbers to 10. Automatically be able to recall number bonds to 5 (including subtraction facts) Children begin to look at patterns of dots when subitising so that begin to link patterns with the numbers. Become familiar with the different ways we make 10 using a range of practical resources. Decomposition - what numbers make 10, how do we make a number. Introduce the part/part whole method. Be able to compare numbers using the vocabulary 'more than', 'less than', 'fewer', the same as 'equal to'. Introduce doubling. Explore sharing with numbers to 10 and begin to understand that some numbers can be shared and some cannot be. (odd and even numbers)</p>	<p>0 - 10 consolidation of previous skills taught in Spring term.</p> <p>Have a deep understanding of 10 and know the composition of each number. Automatically recall numbers bonds to 5 and some to 10. Be able to talk about the patterns of numbers to 10, including odd and even numbers, double facts and sharing equally.</p> <p>Be able to compare quantities saying when one quantity is greater than, less than or the same as the other quantity.</p> <p><i>Children that have a deep understanding of numbers to 10 and the pattern of the counting system. Numbers to 20 will be introduced and children will learn about the teen numbers and how they can be decomposed. They will explore making and decomposing teen numbers/place value.</i></p>
Theme Shape	<p>To be able to continue, copy and create Making patterns using AB and ABB Teach 2D shapes - up to 5 sides Children begin to copy 2D shape pictures and patterns using pattern blocks, building blocks and magnetic construction tiles. Teach children to use range of jigsaws of increasing challenge.</p>	<p>Repeating patterns using the ABBC pattern and extend by making deliberate mistakes and children think of how to fix it. Introduce 2D shapes - Hexagon and Octagon. Encourage children to predict what shapes they will make when combining other shapes together. (Decompose and compose new shapes)</p>	<p>Repeating patterns using the ABBC pattern and extend by making deliberate mistakes and children think of how to fix it.</p>

	<p>Begin to compare, length, Weight and capacity by modelling language such as 'than' and encourage children to use this vocabulary such as 'This is heavier/lighter than that'.</p>	<p>Introduce 3D shapes through direct teaching /block play and shadow printing. . Encourage the children to look for 2D shapes in 3D shapes.</p> <p>Challenge children to make and test predictions involving Weight and capacity such as 'What if we pour the jugful into the teapot? Which holds more?</p>	<p>Children begin to copy increasingly complex 2D pictures and patterns and be able to select, rotate and manipulate shapes to develop their spatial reasoning skills.</p>
UTW	<p>Getting to know their environments and learn new expectations and routines.</p> <p>Get to know the whole school as a community to where they belong. Learn the different roles of people in the school.</p> <p>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.</p> <p>Through Circle time and talk time children begin to recognise that there are many different families and how diverse they can be.</p> <p>Begin to name and talk about the purpose of places of worship and places that are important to them in their local area.</p> <p>Talk about the different occupations that the children come across in the community.</p> <p>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.</p> <p>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.</p> <p>Through discussion about families, cultures and dreams develop positive attitudes to those children that are different to them.</p> <p>Take children to visit places of worship where possible or look at them interactively.</p> <p>Develop children's vocabulary so that they have a rich bank of words to describe their own lines and the lives of others.</p> <p>IWB - games, mark making, learn pads, Red IWB independent learning.</p> <p>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>Talking about the life cycle of plants and animals and encourage children to show respect to all animals and plants.</p> <p>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.</p> <p>Begin to name and describe some plants and animals that the children might see in their outdoor area.</p> <p>Using the IWB to play games associated with the topic/session themed game.</p> <p>Using the red computer - changing the game and successfully completing it</p> <p>To understand their local area and where they live, but to also explore other places in the world.</p> <p>Through the topic, familiarise children with their address and where ForestLodge is located (city)</p> <p>Look at aerial views of the school and begin to recognise buildings, open roads and talk about simple features that they can see.</p> <p>Teach children about places in the world that contrast with places that they know well.</p> <p>Through modelling new language develop relevant specific vocabulary to describe contrasting locations.</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.</p> <p>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>	<p>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.</p> <p>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.</p> <p>Encourage children to incorporate the Seasons and weather into their play.</p> <p>Explore how things work and talk about why.</p> <p>Exploring equipment in the classroom and allowing children to use tools to open up household pieces of equipment.</p> <p>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.</p> <p>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>

<p>PSED/ British Values</p>	<p>See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Wellbeing, Anti-Bullying and Safeguarding Be happy, settled confident in their new environments. Learning new rules and boundaries. Be able to express their own preferences and talk about them. Celebrations – learning and respecting own and others beliefs.</p>	<p>See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Wellbeing, Anti-Bullying and Safeguarding British Values–Mutual Respect Jigsaw – Healthy me Exercising bodies, physical activity, Healthy food, sleep, keeping clean & safety.</p>	<p>See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Wellbeing, Anti-Bullying and safeguarding British Values–Democracy and The Rule of Law Jigsaw – Relationships Family life, friendships, breaking friendships, falling out, dealing with a bully, being a good friend. Changing me – Bodies, respecting my body, growing up, growth and change, fun and fears, celebrations. To understand the 4 main British values. To understand character muscles and why they are important. To understand others feelings and understand they might not feel the same. To begin preparing for the next year.</p>
<p>EAD</p>	<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>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>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>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>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>Children independently and imaginatively create from a range of media.</p>

PD	<p>Funky finger activities in the provision.</p> <p>Balanceability.</p> <p>Big moves interventions.</p> <p>Dough disco.</p> <p>Snippy disco interventions.</p> <p>Pen disco.</p> <p>Play dough.</p> <p>Pencil control activities, finding dominant hand and building control.</p> <p>Learning how to use cutlery and small tools independently.</p> <p>PE lessons - fundamental movements.</p> <p>Cosmic Yoga and GoNoodle - music and movement.</p> <p>Learning to use outdoors correctly, the apparatus and equipment.</p>	<p>Funky fingers/dough activities in the provision.</p> <p>Dough disco interventions</p> <p>Using scissors and a range of tools with increased control and confidence.</p> <p>Balanceability.</p> <p>Big moves interventions.</p> <p>Snippy disco interventions.</p> <p>Pen disco interventions.</p> <p>Play dough.</p> <p>Pencils control activities including letter formation and drawing with purpose with a building handwriting style.</p> <p>Using cutlery and small tools effectively.</p> <p>PE lessons - fundamental moves, negotiating spaces, changing speed and direction, using apparatus.</p> <p>Cosmic Yoga and GoNoodle - coordinating movement in time with the music.</p> <p>Outddor activities, controlling apparatus such as balls, bikes and hoops.</p> <p>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.</p> <p>Drawing with accuracy and care.</p> <p>Using cutlery with confidence and skill.</p> <p>Dough disco.</p> <p>Balanceability.</p> <p>Using a wide range of small tools with control and purpose.</p> <p>P.E lessons to develop fundamental movements and learn team games.</p> <p>Sports day - moving in a variety of ways and using different equipment.</p> <p>Cosmic Yoga and GoNoodle - moving with rhythm and timing to music.</p>
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