

Curriculum Progression Map 2020 2021

EYFS Curriculum Intent:

In Reception at Warden Hill we aim to help each child become caring, confident, and curious. We will encourage the children to be independent, enthusiastic learners who thrive and reach their full potential. In close partnership with parents, we will continue to create the foundations for each child's personal, social and emotional development, as well as their academic skills, knowledge and understanding. It is our intent that children who enter our EYFS begin their lifelong journey of physical, verbal, cognitive and emotional development.

We do this through:

1. building on what each child already knows and can do, consolidating and deepening their knowledge to facilitate maximum progress and preparing them to embark on their next steps (both within EYFS and transition into Year 1)
2. providing each child with access to a broad, balanced and differentiated curriculum, taking into account personal interests and individual needs, with a variety of inspiring opportunities and experiences.
3. ensuring inclusivity of all groups of learners and individuals, fostering a sense of belonging
4. providing a stimulating and challenging environment for the children to explore, where they connect with one another through language and play, within a vocabulary-rich space
5. developing positive attitudes towards learning, with our children always striving to succeed by challenging themselves

Our ultimate goal is to prepare our children with the knowledge and skills needed for the next stage of their learning journey in KS1. We recognise that what our children learn in this first year of school is vital for optimising future success in its broadest sense. Our intent is to embed creative, geographical, historical, computing and scientific building blocks, through our 'Explorer' subjects and 'Pre-Explorer' areas.

In Reception, current topics of focus are conservation and diversity, but in general, we aim to help the children make sense of the world to form connections, solve problems, make choices and communicate their ideas and feelings.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Let's Celebrate!	Towers and Turrets	Pieces of Eight	Stomp, Stomp, Stomp	Let's Go Heroes
End Outcome	To create a page for the class 'Marvellous Me' Book	To plan and prepare for a class party	To plan for an end of term Royal Ball	Pirate dress up day- To complete challenges- How to become a Pirate?	To create a Dinosaur Museum	To design, create and evaluate a Superhero cape
Class Reads	Only one You – Linda Kranz All Are Welcome – Alexandra Penfold What Makes Me a Me? – Ben Faulks and David Tazzyman	My World, Your World – Melanie Walsh Let's Celebrate: Special Days Around the World- Kate DePalmer <i>My Village: Rhymes from Around the World</i>	Favourite Mixed Up Fairy Tales – Hilary Robinson and Sarah Horne The Worst Princess – Anna Kemp	Pirates Love Underpants - Claire Freedman The Treasure of Pirate Frank Elspeth Graham Someone Swallowed Stanley- Sarah Roberts	There's A TRex In Town There's A Tricetops In A Tree House There's A Stegosaurus Up The Stairs There's A Diplodocus At The Door – Ruth Symons	The Wonder – Faye Hanson Supertato Series – Sue Hendra

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Super Duper You – Sophy Henn	<i>Danielle Wright & Mique Moriuchi</i>			Dear Dinosaur- Chae Strathie	
Explorer Subject Explicit Links	Geography Science PSHE	RE	English – Talk for Writing	Geography	Science History	DT
LITERACY / CL						
Core Texts	What Makes Me a Me? Titch The Colour Monster Goes to School The Colour Monster Nursery Rhymes <i>Ten things I can do to help my Planet My Green Day</i>	Night and Day – Julia Donaldson Non fiction texts related to Diwali/bonfire night/nocturnal animals Harvey Slumphenburger Christmas Story	Dragon Post Once Upon a Time Map Book Junk Yard Dragon Non-fiction books about Castles/Knights	The Night Pirates Pirates Love Underpants On the Ning Nang Nong (poetry) The Story of Easter Lifecycle related books e.g. frog/chick <i>If Shark's Disappear Butterfly Bouquet</i>	Dinosaur Roar Mad About Dinosaurs (poetry) Selection of non-fiction dinosaur books Mud Pie Makers Rhyme <i>There's a Rang Tang in my bedroom David Attenborough - Little People Big Dream</i>	Supertato Nat Fantastic Oliver's Vegetables <i>A Planet Full of Plastic</i>
Phonics	Phase One Rhyming Alliteration Learn all Phase 2 sounds and Tricky Words	Continue with Phase 2 and recap sounds, Tricky Words and High Frequency words	Phase 3 sounds to be taught – qu,sh,th,ch, ai,ee,oa,oo,ar,or,ur,ow, oi,air,ure,ear and Tricky Words	Revisit all previous learnt Phase 2 and 3 sounds, Tricky Words and High Frequency words	All children to revisit Phase 2 and 3 sounds, Tricky Words and High Frequency Words Phase 4 Introduce Phase 5	All children to revisit Phase 2 and 3 sounds, Tricky Words and High Frequency Words Phase 4 Introduce Phase 5
Writing	Mark making Sequencing stories Describing words Labels Initial Sounds/cvc words Name writing	Mark Making Name Writing Initial sounds/cvc words Rhyming Strings Firework safety poster Labels Lists	Sequencing/ retelling/ performing Story maps and labels Story writing (Talk for Writing) Invitations Lists	Sequencing, retelling and performing – Story maps Maps Instructions Lifecycle booklet	Labels and signs for Dinosaur Museum Recipe writing Non – fiction -fact books Dinosaur poetry and rhymes	Sequencing / retelling / performing Story maps Story writing / innovating (Talk for Writing) Speech bubbles Posters

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Creating a Marvellous Me page for a class book	Cards	Caption writing Character profiles Letter Writing			
Vocabulary	Descriptive words linked to face- colours, shapes, sizes, length of hair, style of hair etc, body/facial features – mouth, eyebrows, eyelashes, eyes, pupils, nostrils etc, youngest, oldest, similarities, differences, likes, dislikes, role, uniform, emergency	Celebration, fireworks, Diwali, Festival, religion, Guy Fawkes, Bonfire Night, sparklers, gift, crib, manger, Frankincense, Myrrh, journey	Banquet, castle, ball, turret, tower, medieval, drawbridge, hinge, moat, trebuchet, battle, armour, Knight, Lord, lady Story language - Once upon a time, Early one morning, Unfortunately, Luckily, In the end, Characters, plot, beginning, middle, end, setting	Treasure, villain, plank, chest, skull and cross bones, compass, captain, cannon, Island, deserted, hook, map, Jolly Roger (ship)	Non- fiction, facts, herbivore, carnivore, omnivore, skeleton, extinct, Prehistoric, Jurassic, Triassic, fossil, Palaeontologist Geologist, Sediment	Hero, power, brave, rescue, villain, nemesis, transform, enemy, cape, suspicious, courage, noble, brave Story language - Once upon a time, Early one morning, Unfortunately, Luckily, In the end, Characters, plot, beginning, middle, end, setting

MATHEMATICS

Number	Counting, ordering and recognition – Discovery maths numbers 0-5 (recognising, representing and comparing) Matching and comparing amounts 1:1 counting Shape, Space and Measure: 2D Shape Positional language	Counting, ordering and number recognition- Discovery maths numbers 6-10 Matching and comparing amounts 1:1 counting One more and One less Solving number problems using language of addition/ subtraction) Shape, Space and Measure: Pattern Everyday language linked to time	Counting, ordering and number recognition – Discovery maths numbers 11-15 One more and One less Addition and Subtraction Shape, Space, Measure: 3D Shape	Counting, estimating, ordering and number recognition – Discovery maths numbers 15-20 Addition and Subtraction (including problem solving) Shape, Space, Measure: Exploring Money Capacity Key Vocabulary: As many as, equal to, more, more than, most, less, less than, fewer,	Counting, ordering and recognition of numbers to 20 and beyond Addition and Subtraction (including problem solving) Doubling and Halving Shape, Space, Measure: Size and Weight Key Vocabulary: add, plus, makes, altogether, take away, minus, leaves, difference, combine, total	Recap on numbers 10- 20 and exploring making teen numbers using tens and ones in more depth Counting objects to 20 and beyond accurately grouping – 2's, 5's and 10's Addition and Subtraction (including problem solving - Doubling and Halving) Shape, Space, Measure: Distance and Time Recapping 3D shapes
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Key Vocabulary: count, subitising, order, sequence, compare, greatest larger, largest greater than, less than bigger, biggest, more, fewer, fewest, smaller, smallest before, between, zero, one, two, three, ..., ten first, second, third, ..., next to, behind, between, on, in front, on top, below, above, outside, inside, beside, in front, underneath vertices/corner, rectangle, square, triangle, circle, sides, straight, curved, round, flat count to, count on/back to/from, count up to/from, the same number as, as many as, equal to, about the same as</p>	<p>Key Vocabulary: count, subitising, sequence, order, sequence, compare, greatest larger, largest greater than, less than bigger, biggest, more, fewer, fewest, smaller, smallest before, add, take away, between, zero, one, two, three, ..., ten, first, second, third... pattern, repeating, symmetrical, reflection o'clock, clock, time, date, days of the week, months, yesterday, tomorrow time connectives- later, then, after, finally, day, night, morning, evening, afternoon</p>	<p>Key Vocabulary: As many as, equal to, more, more than, most, less, less than, fewer, least, greater, add, plus, makes, altogether, take away, minus, leaves, difference, combine, total, how many ...?, how many more to make ...?, how many more is ... than ...?, how much more is...?, how many fewer is ... than ...?, how much less is, teen number, partition vertices/corner, rectangle, square, triangle, circle, sides, straight, curved, round, flat, hollow, solid flat, side, corner, point, face, edge, side, round, roll, stack, cube, pyramid, cone, cylinder, sphere, triangle, circle, rectangle, square, hexagon, pentagon, octagon</p>	<p>least, greater, add, plus, makes, altogether, take away, minus, leaves, difference, combine, total, how many ...?, how many more to make ...?, how many more is ... than ...?, how much more is...?, how many fewer is ... than ...?, how much less is, teen number, partition Problem, pattern answer, compare explain, show me read, write information, list money, coin, pence, penny, pound, pay, change, buy, sell, price, spend, value, shopping, exchange</p>	<p>group, share, equal groups of, grouping double, halve, pair Measure, compare order, thick, thin, longer/longest heavier/heaviest holds more/holds most, holds less/holds least short, shorter, shortest tall, taller, tallest light, lighter, lightest length, short, tall, high, low, wide, contains weight heavy, balance, scales, weigh Problem, pattern answer, compare explain, show me read, write information, list</p>	<p>Key Vocabulary: add, plus, makes, altogether, take away, minus, leaves, difference, combine, total group, share, equal groups of, grouping double, halve, pair vertices/corner, rectangle, square, triangle, circle, sides, straight, curved, round, flat, hollow, solid flat, side, corner, point, face, edge, side, round, roll, stack, cube, pyramid, cone, cylinder, sphere distance, farthest, shortest, slowest, quickest, longest</p>
PSED (Cambridgeshire Scheme)						
	<p><u>Myself and My Relationships 1/2</u> Beginning and Belonging My Family and Friends</p>	<p><u>Myself and My Relationships 3</u> My Emotions Events: Anti-bullying, Children in Need</p>	<p><u>Citizenship 1</u> Identities and Diversity</p>	<p><u>Citizenship 2</u> Me and My World</p>	<p><u>Healthy and Safer Lifestyles 1/2</u> My Body and Growing Up Healthy Lifestyle</p>	<p><u>Healthy and Safer Lifestyles 3</u> Keeping Safe</p>

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PD (including PE)						
	Can I dress and undress myself ready for PE? Multi-skills/Gymnastics/Dance Travelling and negotiating space Travelling in a variety of ways including jumping, climbing and hopping Moving energetically Developing the skills of balance, agility and coordination		Can I use my body to show I am ready to throw and catch? Multi-skills/Gymnastics/Dance and introduction to ball skills Throwing and catching balls of a range of sizes Kicking a ball to a designated target Developing the skills of balance, agility and coordination			Can I use my feet and bodily coordination to move myself confidently on a balance bike? Multi-skills/Gymnastics/Dance/Multi-skills and Balancability Moving using equipment in a variety of ways – e.g. balance bike Experiencing team games with rules and targets and understanding winning and losing Developing the skills of balance, agility and coordination
Understanding The World						
	The World our Planet – Current Issue: Conservation KEY QUESTION: What can we do to help maintain the area that we live in?					
	People and Communities: All about me and my family – learning similarities between self and others/People that help us Locality and where we belong (Cheltenham/Warden Hill/Houses/rivers) Maps Where in the World? India (linked to Diwali)		People and Communities: Discussing past and present events – Linked to Towers and Turrets Where in the World? China (linked to Chinese New Year)			People and Communities: Real life Heroes
RE (Discovery RE)						
	Special People Key Question: What makes people special? Understanding that everyone is unique and that we all have different talents. Religion Focus: Christianity	Christmas Key Question: What is Christmas? Religion: Christianity Other Celebrations Diwali Festivals: Bonfire Night, Remembrance, Diwali, Christmas	Celebrations Key Question: How do people celebrate? (Traditions/family routines etc) Religions: Hinduism Festival: Chinese New Year	Easter Key Question: What is Easter? Talking about signs of Spring. Religion: Christianity	Story Time Key Question: What can we learn from stories? (linked to different religions) Religions: Christianity, Islam, Hinduism, Sikhism	Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
The World						
	Autumn- exploring autumn and the changes to the trees and	Autumn to Winter- exploring changes that occur	Winter to Spring- exploring changes that occur	Exploring concepts of floating and sinking/magnets Lifecycles	Spring to Summer- exploring changes that occur	Looking at patterns – rubbings Exploring materials – Waterproof cape

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	<p>the light and the weather/leaves</p> <p>Building homes for woodland animals</p> <p>Talking about observations linked to journey around the school grounds/to school</p>		<p>Ice experiments</p> <p>Talking about how things happen and why things work e.g. drawbridges/hinges</p>	<p>Comparing life on land/ocean – What lives under the sea? How does it live, breath, feed and drink?</p> <p>Pollution</p>	<p>Fossils</p> <p>Changes in state – slime</p> <p>Planting</p>	<p>Recycling</p>	
Technology							
	<p><u>We can sing</u> Using microphones to record their voices and entertain</p> <p><u>We can write</u> Using the IWB and letter formation apps on iPads and Nexuses</p> <p><u>We can learn</u> Using the iTouch software on IWB</p> <p><u>We can read</u> Using cd player to listen to audio books</p>	<p><u>We can use laptop</u> Teach Your Monster to read</p> <p><u>We are creative</u> 2paint a picture – fireworks pictures</p> <p><u>We can exercise</u> Using stopwatches and timers on iPads and Nexuses</p> <p><u>We have feelings</u> Use iPads and Nexuses to take photos of each other's faces and bodies to show different emotions and feelings</p>	<p><u>We have confidence</u> Using iPads and Nexuses to record their voices retelling traditional tales</p> <p><u>We can present</u> Use Shadow Puppet Edu to make a story presentation</p>	<p><u>We can count</u> Using Bee Bot to move along a route Controlling a remote control toy</p> <p><u>We can Listen</u> Using walkie-talkies to listen and respond to each other</p>	<p><u>We are talkers</u> Use iPads and Nexuses to record video clips of each other (Green Screen) – Explorers</p> <p><u>We are digital readers</u> Using iPads and Nexuses to engage with digital texts</p>	<p><u>We can record sound tracks</u> Recording a sound track</p> <p><u>We are Dj's</u> Controlling digital sound files and videos</p>	
EMM/BI							
	<p>Artists – Kandinsky/Mondrian/Keith Haring Exploring Drawing and Collage Self portraits Birthday cards Art work based on focus festivals</p>		<p>Artists – Sonja Delaunay/Rosseau Exploring Painting and Sculpture Exploring paper/card to make drawbridges Construction kits to make castile walls</p>		<p>Artists – Turner/Roy Litchenstein Exploring Printing and Textiles Junk model dinosaurs Experiencing chopping fruit/vegetables Planning, designing and evaluating Superhero cape</p>		
	<p>Music Express: <i>Special People -</i></p>	<p>Music Express:</p>	<p>Music Express:</p>	<p>Music Express:</p>	<p>Music Express <i>Working World - Texture</i></p>	<p>Music Express: <i>Our Senses - Timbre</i></p>	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Beat and Tempo</u> Chant and sing with Body percussion-adding actions to feel the beat and listen to music with movement.</p>	<p><u>Growth and Change - Loud and Quiet</u> Chant and sing with Body percussion and listen - Exploring different percussion sounds to create contrasts. Christmas Singing</p>	<p><u>Going Places - High and Low</u> Chant and sing with Body percussion and listen - Exploring different tuned percussion sounds to identify different pitch.</p>	<p><u>Stories and Sounds / Moving Patterns - Structure</u> Chant and sing, listening to musical stories Exploring different percussion sounds and shape into a simple structure to tell a story.</p>	<p>Chant and sing, listening to music. Exploring different percussion sounds and layer them into a simple structure to portray a picture.</p>	<p>Chant and sing, listening to musical stories Exploring different percussion sounds and exploring different types of sounds – papery, metallic, grainy, dull, bright</p>

By the end of Reception:

- Our children will have developed to their own potential (physical, verbal, cognitive and emotional) and be ready to transition into Year 1
- Our children will have a positive attitude and passion towards all learning, particularly reading
- They will be competent and creative learners, who are curious about the world around them, asking questions when necessary
- Our children will be confident, independent and expressive five year olds
- They will have strong communication skills and will listen respectfully and with tolerance to the views of others
- They will have developed an awareness of boundaries, as well having fostered positive relationships with adults and their peers
- Our children will be able to co-operate successfully as part of a team, being confident to try new activities
- Our children will demonstrate emotional resilience and the ability to persevere when they encounter challenge
- They will take pride in all that they do, always striving to do their best

