



St Joseph's RC Primary School Curriculum Map

EYFS Curriculum Overview – Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Topic	Me and My Wonderful World (including saving electricity)	Around the World (including Celebrations)	Superheroes	Space	All Creatures Great and Small (including why recycling is important for animals).	Knights, Fairy tales and Castles.
Reception Suggested Trips/Visits	Local walk – What do you see? River, shops, church.	Unicorn theatre – Anansi the Spider Post letter to Santa – post box trip. Visit to local church. Hays Galleria – River walk, Christmas lights and market.	Local Fire station Visit from police officer/nurse	Unicorn theatre Science Museum In School – superhero day.	Lavender Pond – pond dipping/ mini beast hunt.	Tower of London Parents – in School banquet.

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Role Play and Home Corner

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Role Play and Home Corner	Home Corner – Table set for four. Kitchen and Food accessories. Baby, Cot, Pram. Laundry accessories.	Home Corner – Table set for four. Kitchen and Food accessories. Baby, Cot, Pram. Laundry accessories.	Home Corner – Table set for four. Kitchen and Food accessories. Baby, Cot, Pram. Laundry accessories.	Home Corner – Table set for four. Kitchen and Food accessories. Baby, Cot, Pram. Laundry accessories.	Home Corner – Table set for four. Kitchen and Food accessories. Baby, Cot, Pram. Laundry accessories.	Home Corner – Table set for four. Kitchen and Food accessories. Baby, Cot, Pram. Laundry accessories.
	Dress up clothes – different occupations.	Dress up clothes – different occupations.	Dress up clothes – different occupations.	Dress up clothes – different occupations.	Dress up clothes – different occupations.	Dress up clothes – different occupations.
Topic Role Play	Children to design area with self-portraits. Writing – what I like about myself, display words. Kindness and sharing activities – team games, baking. World maps – country words, involve parents, provide items from home countries.	Father Christmas House. Parcel wrapping. Decorate Tree. Write Christmas cards. Airport – maps – country names. Aeroplane, checking in desk, luggage (weight), writing – tickets. Travel brochures.	Superheroes headquarters. Desk, phone, computer – What's the emergency, can we get a superhero to help you? Words in environment – splash, bam ect. Writing – if I were a superhero. Mask making. Dress up.	Planets display. Make a rocket with the children using boxes for this area. Space station – include numbers, buttons, space packs, space helmets. Space writing activities – words in the environment.	Creepy Corner – mini beast exploration. Mini beast hunt. Pictures of mini beasts – words. Writing – Mini beast wanted posters.	Castle – use cardboard boxes to create a castle, moat, footbridge – change according to story. Banquet table. Word in environment – names of different parts of the castle. Fairy tale characters. Design your own

						castle. Write your own fairy tale.
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Key Teaching Texts

End of Day voting – Children choose between two books.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1 st week Poem week.	Down is the Earth	Autumn Senses Poetry	Superhero poem	Space Poem	Rumble in the Jungle – Giles Andreae	Castle poem – I am a princess.
Reception Teaching Key Texts.	Here we are – Mable O'Donnell	Whatever Next (Ordering) – Jill Murphy	The Smartest Giant in Town – Julia	Man on the Moon – Simon Bartram	The Extraordinary Gardener By Sam Boughton	Halibut Jackson By David Lucas
	We're going on a bear hunt – Michael Wayne Rosen	Stick Man - Julia Donaldson	Jupiter Jupiter – Lizzy Stewart	Astro Girl – Ken Wilson Max	Clean up – Nathan Bryon	The castle the king built – Rebecca Colby
	My must-have mum – Maudie Smith	Anansi the Spider - Gerald McDermott	Donaldson Superworm – Julia Donaldson	Look Up – Nathan Bryon	The Great Pet Sale – Mick Inkpen	The knight who wouldn't fight – Helen Docherty
	Little Red –David Roberts	Ning and the Night Spirits	I Am Henry Finch By Alexis Deacon	Alien's Love Underpants – Claire Freedman	And Tango Makes Three - Justin Richardson and Peter Parnell	Peep inside the castle – Anna Milbourne.
	Not now Bernard – David McKee	So Much By Trish Cooke	The Magic Paintbrush By Julia Donaldson		Oi Frog	Traditional Fairy Tales – (Magic and Mythical) e.g. Snow White – The Frog
			Super Milly and the			

	We Sang Across the Sea - Onyinye Iwu Where the Wild Things Are - Maurice Sendak	The Thank You Letter - Jane Cabrera	Super School Day		By Kes Gray and Jim Field	and the Prince. King Charles- Maria Isabel Sanchez Vegara
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Literacy: Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception: Literacy: Communication and Language.	• Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.					

	- Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
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Literacy: Reading and Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception: Literacy: Reading and Writing.	<u>Writing</u> - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. <u>Word Reading</u> - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school’s phonic programme. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. <u>Comprehension</u> - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.					

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Literacy: Phonics Sounds/ Homework.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Phonics/ Key words	Settling in. Nursery rhymes. Action songs. Story reading. Phase 2 graphemes: s, a, t, p l, n, m, d g, o, c, k ck, e, u, r h, b, f, l Key words	 Phase 2 graphemes: Ff, ll, ss, j V, w, x, y Z, zz, qu, ch Sh, th, ng, nk Key Words	 Phase 3 graphemes: Ai, ee, igh, oa Oo, oo ,ar, or Ur, ow ,oi, ear Air, er Key Words	 Review Phase 3 Consolidation of Phase 2 and 3.	Short vowels CVCC Short vowels CVCC CCVC Short vowels CCVCC CCCVC CCCVCC LONGER WORDS Longer words, compound words	Long vowels sounds: CVCC CCVC Long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/, -s /z/, -es longer words Root word ending

	Is, I, the	Put, pull, full, as And, has, his, her Go, no, to, into She, push, he, of We, me, be	Was, you, they My, by, all Are, sure, pure		Root words ending in: -ing, -ed, /t/, - ed, /id/, /ed/, est Tricky Words Said, so, have, like Some, come, love, do Were, here, little, says, Out, today	in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Phase 4 words ending in: -s /s/, -s /z/ -es Longer words Tricky words Review all taught so far
Reception Phonics (Little Wandle)	• Rhyme, alliteration • Hear and say initial sounds in words • Clap out syllables					

Physical Development: Gross Motor Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception: Physical Development: Gross Motor Skills.	• Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.					

	• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes
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Physical Development: Fine Motor Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception: Physical Development: Fine Motor Skills.	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient.					

Mathematics: Number/Shape, Space and Measure / Numerical Pattern – (Master of the Curriculum)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths Number Songs	• One, two, buckle my shoe....	• 10 little snow men • 10 fat	• The animals went in	• One potato, 2 potato	• 1 finger 1 thumb keep	Re-cap all songs.

	- The Big number song. - Here is the beehive.	sausages Count the little snowflakes.	two by two. 1 elephant went balancing - One big hippo balancing	One man went to mow	moving. Zoom zoom zoom were going to the moon.	
Mathematics: Number/Shape, Space and Measure/Numerical patterns.	Number - Count objects, actions and sounds - Subitise. - Link the number symbol (numeral) with its cardinal number value. - Count beyond ten. - Compare numbers. - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10. - Automatically recall number bonds for numbers 0–5 and some to 10. Shape/Space - Select, rotate and manipulate shapes to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Measure/Numerical Patterns - Continue, copy and create repeating patterns. - Compare length, weight and capacity.					

Expressive Art and Design

	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
	Teach key songs	Teach key songs	Teach key songs	Teach key songs	Teach key songs	Teach key songs

Reception – Expressive Art and Design.	sometimes with instruments. Revise nursery and character songs to support a puppet character e.g Humpty Dumpty, Speckled Frog.	sometimes with instruments. • Incy Wincy Spider • Twinkle, Twinkle, Little Star	sometimes with instruments. • If your happy and you know it	sometimes with instruments. • The planets spin around the sun • It's a blast poem – put on your spacesuit	sometimes with instruments. • If I were a mini beast • Can I help you? • See Saw Marjorie Daw • Walking in the Jungle • Down in the jungle	sometimes with instruments. • When Goldilocks went to the house of the bears. • I'm going to build a house
Objectives:	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.					
	Activities Self – Portrait Earth Collage Family painting	Activities Fireworks display Autumn pictures – natural	Activities Cutting and sticking activity – sorting clothes according	Activities Wet felting to create a planet	Activities Explore habitats – make a house for a mini beast behind	Activities Design a castle Junk model castle Learn medieval

	Food tasting	Clothes design – different cultures Christmas cards/crackers	to weather. Superhero smoothie Make and use props to pretend to be a superhero. Collage of the fire of London.	Make and use props to follow a story about space. Mother's Day cards	amphitheatre Sun Catchers Create environmental poster. Junk Modelling – pets.	dance Designing crowns Prepare food for banquet
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Understanding of the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding of the world – see power point for differentiation suggestions.	Seasons: Weather and seasonal changes and clothes we wear.	Seasons: Weather and seasonal changes and clothes we wear.	Seasons: Weather and seasonal changes and clothes we wear.	Seasons: Weather and seasonal changes and clothes we wear.	Seasons: Weather and seasonal changes and clothes we wear.	Seasons: Weather and seasonal changes and clothes we wear.
Objectives:	- Talk about members of their immediate family and community. - Name and describe people who are familiar to them.					

	• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them.					
	Activities Large body parts Our senses Who is in my family – family tree Local area walk Senses in nature (senses walk) Comparing England and Trinidad	Activities Guy Fawkes Remembrance Day Children in Need Describe surroundings using words and pictures. Talking about other countries e.g Nigeria, Italy, Poland	Activities Sorting different clothing according to season Investigating ice and water (Melting) Compare autumn and winter using visuals Past and present photos – e.g fire fighters – compare clothing, equipment.	Activities Explore different planets – explaining facts Compare old and new space footage.	Activities How weather effects different animals Ocean habitats – compare sea and safari animals Nature detectives – what can you see outside. Rubbish and natural items. Learn about RSPCA – Make posters.	Activities Castles and house – Similarities and differences Parts of the castle Then and now objects in a castle Knights armour Banquet

Religious Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception RE (Come and See)	Myself	Judaism	Celebration	Sikhism	Good News	Friends
	Welcome	Birthdays	Gathering	Growing	Islam	Our World

Personal, Social, Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception PSED (Ten Ten Units)	Transition and Getting Along Together.	Handmade with Love.	I Am Me. Head Shoulders Knees and Toes. Ready Teddy.	I Like, You Like, We All Like! Good Feelings and Bad Feelings. Let's Get Real.	Growing Up, God is Love.	Loving God, Loving Others. Me, You, Us.