

Sunbeams Curriculum Map 2019

At Midsomer Norton Primary School, we follow the 'Planning in the Moment' advocated by Anna Ephgrave. This allows the children to learn through child-initiated play to develop key skills for life such as curiosity, concentration, creativity, problem solving, use of their imagination and persistence through purposeful play. However, we feel that during these play experiences we want the children to learn the following key aspects of their development.

Communication and Language

To join in with stories and rhymes.

To talk about the things I choose to play with.

To listen to simple instructions and follow them.

Personal, Social and Emotional Development

To enjoy playing on my own and alongside others.

To begin to take turns and share.

To ask for an adult's support and reassurance when needed.

To begin to pretend play.

Physical Development

To begin to mark make.

To move with more confidence, up and down steps.

To make large movements with whole body.

To experiment with new foods.

Mathematics

To begin to sort and order toys.

To experiment with number names.

To investigate puzzles, experiment with shapes.

Literacy

To take an interest in stories and rhymes.

To begin to make marks using a variety of media.

Expressive Arts and Design

To explore different media using my senses.

Understanding the World

To begin to know the routine of a session.

To talk about people who are special to me.

To explore and observe the natural world around me.

To use push along toys, cameras and different technology. To remember and talk about special times, celebrations, festivals shared with friends and families. Share photos from home. (reflects cohort)

Small world play-places-photos of local landmarks as a stimulus

Stories with journeys and settings-e.g. Zoo, Farm, Rosie's Walk,

Preschool Curriculum Map 2019

At Midsomer Norton Primary School, we follow the 'Planning in the Moment' advocated by Anna Ephgrave. This allows the children to learn through child-initiated play to develop key skills for life such as curiosity, concentration, creativity, problem solving, use of their imagination and persistence through purposeful play. However, we feel that during these play experiences we want the children to learn the following key aspects of their development.

Communication and Language

To listen to and talk about stories regularly.

To follow simple instructions.

To be able to ask and answer questions using simple sentences.

To listen to my friends when they are talking.

Mathematics

To recite number names to 10 through songs, rhymes, stories, play and counting out loud.

To use numbers to count out loud in Play.

To recognise shapes in their home, school and local environments.

Personal, Social and Emotional Development

To gain independence to self-choose activities they wish to play with.

To tidy up their activities when they have finished.

To build positive friendships with new peers.

Literacy

To join in and enjoy simple stories and rhymes.

To enjoy mark making and give meaning to their marks, talking about what they have drawn or 'written'.

Expressive Arts and Design

To explore different sounds through singing and using instruments.

To join in with imaginative role-play.

Physical Development

To be able to put their own coat on.

To go to the toilet independently (to be fully potty trained)

To explore climbing apparatus.

To gain more control over fine and gross motor skills.

Understanding the World

To remember and talk about special times, celebrations, festivals shared with friends and families. Share photos from home. (reflects cohort)

To explore their local environments, talking about plants and animals that they see.

Small world play & block play-local photos as stimulus

ca

Reception topic map

	subjects	T1	T2	T3	T4	T5	T6
		All about me	Celebrations	Weather	Minibeasts	Animals	Journeys
EYFS	Maths: Number, Shape, Space and Measure	Baseline Numbers: counting and recognition 1 – 5 Addition and Subtraction – Sorting into groups Number and Place Value – Comparing groups	Addition and Subtraction – Change within 5 Addition and Subtraction – Numbers 1 – 5 - Number bonds to 5 Measurement – Time –My Day Number and Place Value – Numbers to 10	Addition and Subtraction – addition to 10 Number and Place Value – Numbers to 20 Geometry – Shape and Space	Number and Place Value – Numbers to 20 Geometry – Exploring Patterns Addition and Subtraction – Count on and back Multiplication and Division – Numerical Patterns Doubling and Halving Measurement - Measure	Subitising dice patterns 1-6 Estimating how many in a group – using tens frames to check. Using tens frames explore how 2, 4, 6, 8, 10 can be made into equal groups – even Explore how 1, 3, 5, 7, 9 cannot be made into 2 equal groups – odd Ordering numbers 1 - 20	Consolidate and deepen children’s understanding through reasoning and problem solving activities. Ordering numbers 1 – 20 biggest to smallest and smallest to biggest in sequence and not in sequence.
	Reading, Writing, Communication and Language	TfW – Pie Corbett The Little Red Hen Non-fiction Instructions- Making Bread Poetry -Playtime Rhymes – Sally Gardiner Sharing Topic Bubbles Sharing News Mark Making	TfW – Elves and the Shoemaker Rhymes and poems The Walker Book of First Rhymes Non-fiction - Information Text: Design a shoe and label it. Story Making Sharing Topic Bubbles/ News Mark Making Christmas Cards and Lists Labelling and Captions The firework Code	TfW – Handa’s Surprise Rhymes and poems: Monkey and Me: Emily Gravett [rhyming text] Recount Text: cooking activity e.g. making Fruit Salad Story Making Sharing Topic Bubbles/News Sentence Building Instructions Story Mapping Fact Files Fact File about China	TfW – The very Hungry Caterpillar Non fiction – Lifecycles of caterpillar. Rhymes/Poems - A Great Big Cuddle: Poems for the Very Young Story Making Sharing Topic Bubbles Sharing News Sentence Building Story Mapping	TfW – Three Little Pigs Non-fiction – Wolves – fact writing Story Making Sharing Topic Bubbles Sharing News Sentence Building Story Mapping Fairy Tales	TfW – Mr Gumpy’s Outing: John Burningham Story Making Non fiction – A recount – A trip to the Railway Museum. Rhymes and poems Suggested texts: A First Poetry Book: Pie Corbett and Gaby Morgan Sharing Topic Bubbles Sharing News Sentence Building Story Mapping
	Understanding the World	Harvest around the world Making Bread Looking at conkers, Pumpkins/Autumn Harvesting vegetables/Picking blackberries Forest School- What lives under leaves and logs?	A visit to the War Memorial Bonfire night Remembrance Day Christmas Diwali	Chinese New Year Chinese New Year story Looking at different weather – making a rain gauge.	Visit to the pond, Nature Reserve at Silver Street to do some Bug Hunting Life cycles Hatching Butterflies Life Cycles Easter Woodland environment: which mini-beasts did we see?	Materials – Building different houses out of straw, sticks and bricks – which one is the strongest and why? Making mud bricks, houses – what happens when it rains?	Pretending to travel or go on holiday (journey) to different countries of the world. Be SAFE: Water Be SAFE: Roads & Railways Be SAFE: Sun Rivers and maps Cooking – smoothies, Gruffalo Crumble, Picnic Food

					Pond dipping: Which creatures did we find? How do they move? What do they eat? How do they grow? How do mini-beasts help the environment?		
	RE	Special Me Who am I? Where do I belong? Christianity and other faith communities in the class Harvest	Special Times 1 What special times are there? Diwali, Christmas, birthdays, Hanukkah, Christenings Remembrance Day	Special Stories – Jesus Parables and Jesus's miracles (healing) How did Jesus want people to live? (kindness and love)	Special times 2 What special people are there? Passover Easter	Special Stories – God What can we learn about Creation? Multi faith creation stories and Humanism Caring for Our World	Special Places – What places are special to people? Trip to church/synagogue
	People and Communities	Harvest A Farmer to visit to talk about Harvest Talk about families, visit to supermarket to look at fruit and vegetables.	St Andrew's Day Scotland Food from Diwali, Christmas and Hanukah	People who help us Police, Ambulance, RNLI At School and home	Easter, Passover, Holi, Mother's Day, St Patrick's Day Ireland St David's Day	Visit to a Farm St George's Day England	Father's Day, EID, Trip to the Railway Museum in MSN
	Expressive arts and design	Drawing and Collage Ourselves Skill: Drawing bodies, faces and features. Selecting resources, cutting, sticking for Collage Outcome: Little Red Hen, Scarecrows, Andy Goldsworthy outdoor collage.	Painting and Sculpture Firework art Christmas cards Clay Diva Lamps Skill: cutting, modelling, creative, sticking, sculpting selecting resources Outcomes: 3d Poppies, model making using junk modelling Making stick puppets from stories Diva Lamps, Menorah Christmas Nativity Jackson Pollock – link to Fireworks.	Printing and 3D Sculpture Lanterns Dragons and masks Skill: Selecting resources, colouring and shading, cutting, piercing Outcome: Making a dragon, lantern, torch Fruit and vegetable printing make faces •Portrait - Giuseppe Arcimboldo	Digital Media and Printing Design an egg Mother's Day Easter cards- collage Block Printing on fabric, making own Printing blocks using string on cardboard. Skill: printing, selecting colours and objects Outcome: repeated patterns Skill: mixing colours, paint brush techniques	Painting and Sculpture Make a giant wolf using cardboard boxes and modroc Making houses out of different media 3D Clay animals Artist – Kendra Haste - Sculpture	Drawing and Weaving Making Flags for their own country Skill: Colour mixing, tying, selecting resources to provide different colours ,Pastels Outcome: Tie dye pictures Weaving around the world Transient Art Skills: threading and weaving Outcome: Weaving with different materials using card, tables and fence.
	Music	Listening and sound games – What can you hear? Can you make that sound? Can you join in with our songs? Singing a variety of songs linked to the topic.	Can you remember the Christmas Songs? Learning new songs for Nativity.	Teach children new songs. Make up own music. Chinese song and dance	Teach children Easter Songs, Mini beast songs. Bug Ball dance. Ugly Bug Ball song.	Sing a variety of animal songs and make the sounds of the animals using untuned percussion. Listen to Carnival of the Animals, Peter and the Wolf	Learning to sing Frere a Jacques and other songs from different countries that we visit.

	Technology	Introduction to computers, IWB to play games. Class computer – number and phonics games	IWB to play games. Listen to stories on the CD player. I pads/chrome books - learn to turn on and log in. Ipad – learn to switch on, select apps, take a picture.	Bee bots /phonics and maths games. Lap tops – to play phonic games. Buried treasure game. Trash and treasure words.	Research of different minibests. Viewer for close-ups of mini beasts. Laptops to write. Cameras to take pictures of mini beasts.	Word searches. Taking photos. Using Bee bots. Mobile Phones. Microphones. CD player.	Lap tops to research countries. Ipad – drawing programme, combining text and images.
	PSED	Greenie Rules, routines. Children becoming self-aware. Who is in your class? Making new friends; sharing; getting along with each other. What are rules for? Who do we go to for help? How do people help us? What do they do? Who's your hero and why? How do they make you feel? Gems	Greenie rules, routines. What are rules for? Who is in your class? Who do we go to for help? Keeping friends. What makes a good friend? Why is it important to share? Feelings – What makes you happy? What are you scared of? What part would you like in our Christmas play? Road Safety NSPCC PANTS Antibullying week	Recap the Greenie rules. Discussion about how children can resolve conflict in and out of the school environment. Discussion about how their learning has grown and developed since starting school. What they like and dislike about school and how that can be improved. Discussion about the Christmas holiday. Medicines	How can we share? How can we maintain our good friendships? How do you feel when? Independent Child Initiated choices, working in a group, asking for help if they need it. Staying Healthy	How do we wash our hands properly? What is good hygiene? What can you do now that you couldn't do before when you were a baby? Our senses. Stranger Danger	Maintaining good friendships Getting ready for change. Moving up. Transition to year 1 and year 1 expectations. How do you feel about going to year 1? How do you need to behave? Circle time, P4C - activities which link to C & L recycling/pollution, lighthouse, listening to different sea creatures and the sounds they might make. Sun and Water Safety
	British Values	Rule of law. This is about learning to manage our own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries; about dealing with the consequences and sanctions.	Individual liberty We are helping them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. We are giving children the time and space to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions. P4C – Would you rather...	Mutual respect We learn to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others. To help children to appreciate and respect their own culture and the culture of others. We can help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices,	Tolerance of different faiths and beliefs For the children to truly learn the importance of tolerance, they need to be given lots of opportunities to practise tolerance and to challenge stereotypes. We can help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences.	Democracy To support children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources you've made accessible to them. They are taking turns, sharing, collaborating and making decisions together: skills that are essential if we	Look at British Values together and the children having a greater understand for: Democracy - making decisions together; Rule of law - understanding rules matter, as referred to in Personal, Social and Emotional development; Individual liberty - freedom for all; Mutual respect and tolerance - treat others as you want to be treated.

				celebrations and experiences.		are to get on in the adult world.	
	Physical Development	Fundamental Movements/ Games Forest School Health & Self-care: Going to the toilet Putting coats on Hand Washing, putting aprons on, etc. Dressing – changing into PE kits Snack - Healthy eating	Forest School Fundamentals and Gymnastics Forest School Fine motor: Dough disco & funky fingers, painting and Pen Pals Health & Self-care: Dressing – changing into PE kits Snack table - Healthy eating Safety of small equipment and tools	PE: Fundamentals and Gymnastics Forest School Fine motor: Dough disco & funky fingers, scissor skills and Pen Pals Health & Self-care: Dressing – changing into PE kits Movement - Exercise and health, using apparatus Chinese Dragon Dance Forest School	PE: Dance Forest School Timber Trail Fine motor: Dough disco & funky fingers scissor skills and Pen Pals Health & Self-care: Dressing – changing into PE kits Snack table - Healthy eating	PE: Dance Forest School Fine motor: Dough disco & funky fingers, large clips and Pen Pals Health & Self-care: Changes in self	PE : Fundamental movements and Athletics/Games Fine motor: Dough disco & funky fingers, small clips and Pen Pals Health & Self-care: Safety around new areas in school and around water Athletics Forest School