



John Hampden Primary School
Curriculum Map



EYFS – RECEPTION: Long Term Overview

The topics in the EYFS at John Hampden Primary School link to our PSHE themes, but also follow the interests of the children. Throughout each term the children take part in child and adult initiated activities linked to their interests. Therefore, certain sections on the curriculum map are subject to change depending on the needs and interest of the cohort each term. Most of our curriculum map refers to every day skills that will be practised and taught in addition to the themes for each term - these are taken from Development Matters and will assist us in enabling children to reach the expected level at the end of the Reception year. In addition to the map below, the children have access to continuous provision which is carefully planned by staff each week to include both inside and outside activities.

Autumn Term		Spring Term		Summer Term							
PSHE Theme		PSHE Theme		PSHE Theme							
BEING ME IN MY WORLD		DREAMS & GOALS		RELATIONSHIPS							
CELEBRATING DIFFERENCE		HEALTHY ME		CHANGING ME							
Autumn 1 & Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2						
FROM THAME AND BEYOND		HELP! I NEED SOMEBODY!	MARVELLOUS MINIBEASTS	TBC: ARTS WEEK THEME	TELL US A STORY						
Core Texts: 		Core Text: 		Core Texts: 		Core Texts: <p>ARTS WEEK THEME</p> 					
PSHE Outcomes: <ul style="list-style-type: none"> • Who ... Me?! To help others feel welcome 		PSHE Outcomes: <ul style="list-style-type: none"> • What Am I Good At? To accept that everyone is different • I'm Special, I'm Me 		PSHE Outcomes: <ul style="list-style-type: none"> • Challenge To stay motivated when doing something challenging 		PSHE Outcomes: <ul style="list-style-type: none"> • Everybody's Body To make healthy choices • We Like to Move it Move it 		PSHE Outcomes: <ul style="list-style-type: none"> • My Family and Me To know how to make friends 		PSHE Outcomes: <ul style="list-style-type: none"> • My Body To understand that everyone is unique and special 	

<ul style="list-style-type: none"> • How Am I Feeling Today? To try to help make our school community a better place • Being at Nursery/School To think about everyone's right to learn • Gentle Hands To care about other people's feelings • Our Rights To work well with others • Our Responsibilities To choose to follow the Learning Charter (Class rules) 	<p>To include others when working and playing</p> <ul style="list-style-type: none"> • Families To know how to help if someone is being bullied • Houses and Homes To try to solve problems • Making Friends To try to use kind words • Standing Up For Yourself To know how to give and receive compliments 	<ul style="list-style-type: none"> • Never Giving Up To keep trying even when it is difficult • Setting a Goal To work well with a partner or in group • Obstacles and Support To have a positive attitude • Flight to the Future To help others achieve their goals • Award Ceremony To work hard to achieve own dreams and goals 	<p>To eat a healthy, balanced diet</p> <ul style="list-style-type: none"> • Food Glorious Food To be physically active • Sweet Dreams To try and keep themselves and others safe • Keeping Clean To know how to be a good friend and enjoy healthy friendships • Stranger Danger To know how to keep calm and deal with difficult situations 	<ul style="list-style-type: none"> • Make Friends, Make Friends, Never Never Break Friends To try and solve friendship problems when they occur • Make Friends, Make Friends, Never Never Break Friends To help others to feel part of a group • Falling Out and Bullying To show respect in how they treat others • Falling Out and Bullying To know how to help themselves and others when they feel hurt or upset • Being the Best Friend We Can Be To know and show what makes a good relationship 	<ul style="list-style-type: none"> • Respecting My Body To express how they feel when change happens • Growing Up To understand and respect the changes that they see in themselves • Growth and Change/Fun and Fears To understand and respect the changes that they see in other people • Fun and Fears To know who to ask for help if they are worried about change • Celebration To look forward to change (Year 1)
<p>Topic overview: In this topic we will get to know one another a little better and learn a little bit about where we all live. We will find out about Thame, learning more about the town we live in. We will go on to learn about the wider world and the different types of places people live. We will find out about differences in our families and find out if any of our families live in other places around the world.</p>	<p>Topic Overview: This term, we will learn about different people who help us in our local community and the wider world. We will talk about different jobs that people do and have a think about our dreams and goals for the future and how we can best achieve these.</p>	<p>Topic Overview: We will spend lots of time outside looking and learning about different creatures. Through some of our stories and Jigsaw sessions we will begin to think more about things we can do that contribute to keeping healthy.</p>	<p>Topic Overview: Our topic this term will link to the Arts Week Theme and more information will follow.</p>	<p>Topic Overview: We will be extending our author knowledge by looking at books written by well-known authors based on relationships and families. We will invite other year groups to come and share stories and build relationships with the older children at school. We will finish the term with a book themed dressing up day.</p>	

<p>Communication and Language: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Communication & Language: Phase 1 Phonics Talk for Writing: Handa’s Surprise Focus on full sentences, eg, ‘Please may I have a banana and some milk’</p>	<p>Communication & Language: Learning how to say hello in different languages Learn a Diwali poem Learn a bonfire song</p>	<p>Communication & Language: Make a list of questions for our visitors</p>	<p>Communication & Language: Learn some minibeast songs and poems</p>	<p>Communication & Language: Talk for Writing: TBC linked to Arts Week</p>	<p>Communication & Language: Talk for Writing continued from Term 5</p>
<p>Physical Development: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
<p>Physical Development: Name writing practise Learn how to use the toilets/cloakrooms independently including hand washing routines Dough disco sessions Scissor skills tasks</p>	<p>Physical Development: Weekly handwriting sessions Name writing practise Learning to put wellies on correct feet Learning to do coat zip/buttons independently Dough disco sessions</p>	<p>Physical Development: Get Set for PE Weekly handwriting sessions Focus on dentists and oral health</p>	<p>Physical Development: Get Set for PE Weekly handwriting sessions Talk about healthy eating Talk about the importance of sleep Oral health Talk about the importance of exercise</p>	<p>Physical Development: Get Set for PE Weekly handwriting sessions Dance Festival practise Sports Day practise Use a variety of tools and media during Arts Week sessions in the hall</p>	<p>Physical Development: Get Set for PE Weekly handwriting sessions</p>
<p>Personal, Social & Emotional Development: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set</p>					

themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to **look after their bodies**, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to **make good friendships, co-operate and resolve conflicts peaceably.** These attributes will provide a secure platform from which children can achieve at school and in later life.

Personal, Social & Emotional Development: Weekly Jigsaw sessions – see above for PSHE outcomes	Personal, Social & Emotional Development: Weekly Jigsaw sessions – see above for PSHE outcomes	Personal, Social & Emotional Development: Weekly Jigsaw sessions – see above for PSHE outcomes	Personal, Social & Emotional Development: Weekly Jigsaw sessions – see above for PSHE outcomes	Personal, Social & Emotional Development: Weekly Jigsaw sessions – see above for PSHE outcomes	Personal, Social & Emotional Development: Weekly Jigsaw sessions - – see above for PSHE outcomes
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Literacy:
 It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension** and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when **adults talk with children** about the world around them and the books (**stories and non-fiction**) they **read with them**, and **enjoy rhymes, poems and songs** together. **Skilled word reading**, taught later, involves both the speedy working out of the **pronunciation of unfamiliar printed words** (decoding) and the speedy recognition of **familiar printed words**. Writing involves **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech, before writing).

Literacy: <ul style="list-style-type: none"> • Phase 1 Phonics: Focussing on listening skills. We will work through the following aspects: <ul style="list-style-type: none"> - environmental sounds - instrumental sounds - body percussion - rhythm and rhyme - alliteration - voice sounds - oral blending and segmenting • Phase 2 Phonics: <ul style="list-style-type: none"> - Set 1: s a t p - Set 2: i n m d • Name writing practise • Listen to a range of fiction/non-fiction books linked to our topic • WOW Wall writing: self- 	Literacy: <ul style="list-style-type: none"> • Phase 2 Phonics: <ul style="list-style-type: none"> - Set 1: s a t p - Set 2: i n m d - Set 3: g o c k - Set 4: ck e u r - Set 5: h b f ff l ll ss - Tricky word reading: to, the, no, go, l, into, her - CVC blending/segmenting • Name writing practise • Weekly handwriting sessions • Listen to a range of fiction/non-fiction books linked to our topic • Write a message in a Christmas card • WOW Wall writing: Write a Christmas list 	Literacy: <ul style="list-style-type: none"> • Phase 2 Phonics recap and introduction to Phase 3 Phonics: <ul style="list-style-type: none"> - Set 6: j v w x - Set 7: y z zz qu - Consonant digraphs: ch th ng - Vowel digraphs: ai ee igh oa - Tricky word reading: me, be, he, my, by, she, they, we, are, you, all, was, give, live - Tricky word writing - Caption reading and writing • Weekly handwriting sessions • Listen to a range of fiction/non-fiction books linked to our topic • WOW Wall writing: Label an 	Literacy: <ul style="list-style-type: none"> • Continuation of Phase 3 Phonics: <ul style="list-style-type: none"> - Consonant digraphs: ch sh th ng - Vowel digraphs: ai ee igh oa - Tricky word reading: me, be, he, my, by, she, they, we, are, you, all, was, give, live - Tricky word writing - Caption reading and writing • Weekly handwriting sessions • Listen to a range of fiction/non-fiction books linked to our topic • Write a message in an Easter card • WOW Wall writing: Design a playdough minibeast 	Literacy: <ul style="list-style-type: none"> • Recap Phase 2 and Phase 3 Phonics as required • Phase 4 phonics: <ul style="list-style-type: none"> - Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc) - Tricky word reading: said, have, like, so, do, some, come, were, there, little, one, when, out, what -Tricky word writing -Sentence reading -Sentence writing with finger spaces and full stops • Weekly handwriting sessions • Listen to a range of fiction/non-fiction books linked to our topic 	Literacy: <ul style="list-style-type: none"> • Recap Phase 2 and Phase 3 Phonics as required • Consolidation of Phase 4 phonics: <ul style="list-style-type: none"> - Adjacent consonants (cvcc, ccvc, ccvcc, cccvc, cccvcc) - Tricky word reading: said, have, like, so, do, some, come, were, there, little, one, when, out, what -Tricky word writing -Sentence reading -Sentence writing with finger spaces and full stops • Weekly handwriting sessions Listen to a range of fiction/non-fiction books
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portrait with name		emergency services vehicle	and label a photograph of it	• WOW Wall writing: TBC	linked to our topic • WOW Wall writing: Write a blurb for their favourite book we've covered this term
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Maths
 Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to count confidently, develop a **deep understanding of the numbers to 10**, the relationships between them and the **patterns within those numbers**. By providing **frequent and varied opportunities** to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a **secure base of knowledge and vocabulary** from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their **spatial reasoning skills** across all areas of mathematics including shape, space and measures. It is important that children develop **positive attitudes** and interests in mathematics, look for **patterns and relationships, spot connections**, 'have a go', **talk to adults and peers** about **what they notice and not be afraid to make mistakes**.

<p>Maths – Phase</p> <p><u>Getting to Know You</u> (Taking time to get to know the children)</p> <p><u>Just Like Me</u> Number: Match and Sort, Compare Amounts</p> <p>Measure, Shape and Spatial Thinking: Compare Size, Mass & Capacity. Exploring Patterns.</p>	<p>Maths – Phase <u>It's Me 1 2 3!</u> Number: Representing 1, 2, 3 Comparing 1, 2 & 3 Composition of 1, 2, & 3</p> <p>Measure, Shape and Spatial Thinking: Circles and Triangles Positional Language</p> <p><u>Light and Dark</u> Number: Representing number to 5. One more and less.</p> <p>Measure, Shape and Spatial Thinking: Shapes with 4 sides.</p>	<p>Maths – Phase <u>Alive in 5!</u> Number: Introducing zero Comparing Numbers to 5 Composition of 4 & 5</p> <p>Measure, Shape and Spatial Thinking: Compare Mass (2) Compare</p> <p><u>Growing 6, 7, 8</u> Number: 6, 7, & 8 Making Pairs Combining 2 Groups</p> <p>Measure, Shape and Spatial Thinking: Length & Height Time</p>	<p>Maths – Phase <u>Building 9 & 10</u> Numbers: 9 & 10 Comparing numbers to 10 Bonds to 10</p> <p>Measure, Shape and Spatial Thinking : 3D Shape Pattern (2)</p> <p><u>Consolidation</u></p>	<p>Maths – Phase <u>To 20 and Beyond</u> Numbers: Building Numbers Beyond 10</p> <p>Counting Numbers Beyond 10</p> <p>Spatial Reasoning: Spatial Reasoning (1) Match, Rotate, Manipulate</p> <p><u>First Then Now</u></p> <p>Number: Adding More Taking Away</p> <p>Spatial Reasoning: Spatial Reasoning (2) Compose and Decompose</p>	<p>Maths – Phase <u>Find My Pattern</u> Numbers: Doubling Sharing & Grouping Even & Odd</p> <p>Spatial Reasoning: Spatial Reasoning (3) Visualise and Build</p> <p>On The Move Number: Deepening Understanding Patterns and Relationships</p> <p>Spatial Reasoning: Spatial Reasoning (4) Mapping</p>
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Understanding the World
 Understanding the world involves **guiding children to make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from **visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters**. In addition, **listening to a broad selection of stories, non-fiction, rhymes and poems** will foster their understanding of our

culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. **Enriching and widening children’s vocabulary** will support later reading comprehension.

<p>Understanding the World:</p> <ul style="list-style-type: none"> • Talk about family and people who are important to us • Seasons display updating • Compare life now to that of parents and grandparents • Look at maps of local areas and countries of importance to the cohort • Complete simple ICT app on iPads 	<p>Understanding the World:</p> <ul style="list-style-type: none"> • Look at similarities and differences between life in this country and life in other countries through texts and maps • Seasons display updated. Link ice/snow to changing states of matter • Talk about differences between the natural world around them and contrasting environments • Learn about Diwali (link to religious and cultural communities in UK) • Discover the origins of the Christmas story and the birth of Jesus 	<p>Understanding the World:</p> <ul style="list-style-type: none"> • Complete simple ICT app on iPads • Seasons display updates • Talk about the lives of people around us and their roles in society 	<p>Understanding the World:</p> <ul style="list-style-type: none"> • Complete simple ICT app on iPads • Seasons display updated • Learn about Easter • Draw pictures of minibeasts 	<p>Understanding the World:</p> <ul style="list-style-type: none"> • Complete simple ICT app on iPads • Seasons display updated. Link puddles melting to changing states of matter • Understand the past through stories 	<p>Understanding the World:</p> <ul style="list-style-type: none"> • Complete simple ICT app on iPads • Seasons display updated • Explore natural environment
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Expressive Arts & Design:
 The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have **regular opportunities to engage with the arts**, enabling them to explore and play with a wide range of media and materials. **The quality and variety of what children see, hear and participate in is crucial** for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The **frequency, repetition and depth** of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

<p>Expressive Arts & Design: Self-portrait drawing</p> <p>Art themed work linked to the countries that we will be looking at – link to cohort</p>	<p>Expressive Arts & Design: Rangoli patterns Repeating pattern Christmas wrapping paper Christmas card design Learn some Indian dance moves and perform in small groups</p>	<p>Expressive Arts & Design: Painting people from different occupations e.g fire fighter, doctor</p> <p>Emergency vehicles collages</p>	<p>Expressive Arts & Design: Easter card design</p> <p>Austin’s butterfly linked artwork</p> <p>Painting minibeast stones</p> <p>Finger print minibeasts</p>	<p>Expressive Arts & Design: Dance Festival practise</p> <p>Take part in Arts Week sessions</p>	<p>Expressive Arts & Design: Book related art work – Design a front cover</p> <p>Draw an illustration for a class book</p> <p>Copy different illustrator styles</p>
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Experiential Learning:	Experiential Learning:	Experiential Learning:	Experiential Learning:	Experiential Learning:	Experiential Learning:
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<p>-Possible visitors from the local area</p>	<p>-Food tasting (from around the world) -Learning traditional dances from countries linked to our classmates</p>	<p>-Visit to Thame Fire Station (or visit to school) -Doctor Visit -Police officer visit</p>	<p>-Pond dipping -Caterpillar lifecycle observations – Insect Lore</p>	<p>-Linked to Arts Week theme</p>	<p>-Class visit to Thame library/Book House TBC -Meet Miss Butler’s Tortoise</p>
<p>Emotional Literacy: SELF CONFIDENCE & SELF AWARENESS – I understand how it feels to belong and that we are similar and different. I am beginning to name and express my feelings. “I like/dislike..., you like/dislike...” “I am feeling...”</p>	<p>Emotional Literacy: EMPATHY - I understand people have similarities and differences in their houses, homes, families, skills. “We are the same because...” “We are different because...”</p>	<p>Emotional Literacy: RESILIANCE – I understand why it is sometimes good to be challenged and how perseverance can help me reach my goal. “I am going to try to ...” “I need to practise...to get better at ...”</p>	<p>Emotional Literacy: WELL BEING – I know how to keep my body healthy through food choices and exercise. I know ways to keep myself safe. “My healthy choice was...” “It helps my body because...”</p>	<p>Emotional Literacy: HEALTHY RELATIONSHIPS - I can listen to my friends to help resolve problems and be a good friend. I can use a range of strategies to manage my feelings and think things through. “Why don’t we try...” “I feel ... because ...”</p>	<p>Emotional Literacy: MANAGING CHANGE – I know human bodies change over time and how this will affect me. I can recognise times of change in the past and the future of my life. “I enjoyed...at school this year” “I feel...about moving to the next class”</p>