



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, the highlighted sections on the curriculum map are subject to change depending on the needs and interest of the cohort each term. The 'normal' text (not highlighted) 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.

<p>Autumn Term</p> <p>PSHE Theme</p> <p>BEING ME IN MY WORLD CELEBRATING DIFFERENCE</p>	<p>Spring Term</p> <p>PSHE Theme</p> <p>DREAMS & GOALS HEALTHY ME</p>		<p>Summer Term</p> <p>PSHE Theme</p> <p>RELATIONSHIPS CHANGING ME</p>	
<p>Autumn 1 & Autumn 2</p> <p>FROM THAME AND BEYONE</p>	<p>Spring 1</p> <p>HELP! I NEED SOMEBODY!</p>	<p>Spring 2</p> <p>MARVELLOUS MINIBEASTS</p>	<p>Summer 1</p> <p>TBC: ARTS WEEK THEME</p>	<p>Summer 2</p> <p>TELL US A STORY</p>
<p>Core Texts:</p>	<p>Core Text:</p>	<p>Core Texts:</p>	<p>Core Texts:</p>	<p>Core Texts:</p>

<p>PSHE Outcomes:</p> <ul style="list-style-type: none"> • Who ... Me?! To help others feel welcome • 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>PSHE Outcomes:</p> <ul style="list-style-type: none"> • What Am I Good At? To accept that everyone is different • I'm Special, I'm Me To include others when working and playing • 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 	<p>PSHE Outcomes:</p> <ul style="list-style-type: none"> • Challenge To stay motivated when doing something challenging • 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>PSHE Outcomes:</p> <ul style="list-style-type: none"> • Everybody's Body To make healthy choices • We Like to Move it Move it To eat a healthy, balanced diet • 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 	<p>PSHE Outcomes:</p> <ul style="list-style-type: none"> • My Family and Me To know how to make friends • 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 	<p>PSHE Outcomes:</p> <ul style="list-style-type: none"> • My Body To understand that everyone is unique and special • 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:</p> <p>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 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:</p> <p>This term we will look at all the people who help us in our community. We will learn about different jobs and explore the roles of different people and how they contribute to our lives. We will think about ways we can help each other and what we might like to do when we are older.</p>	<p>Topic Overview:</p> <p>We will be spending lots of time outside looking at different minibeasts and where they live. We will compare different minibeasts learning some of the similarities and differences between them.</p>	<p>Topic Overview:</p> <p>Our topic this term will link to the Arts Week Theme. We will learn some new tales linked to the theme of Arts Week.</p>	<p>Topic Overview:</p> <p>We will be looking at a range of books written by well-known authors. 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>	

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**.

- We will practise sitting smartly on the carpet
- Phase 1 Phonics
- 'I Wonder Bag' sessions
- Whole class, small group and 1:1 story time
- Variety of role play opportunities

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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**.

- Developing gross and fine motor skills through play based opportunities inside and outside
- Funky Fingers activities
- Focus activities to develop simple tool usage, e.g. scissors

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- Focus activities to develop simple tool usage, e.g. scissors
- Use a variety of tools and media during Arts Week sessions in the hall

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- Sports Day practise

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- Funky Fingers activities
- Focus activities to develop simple tool usage, e.g. scissors
- Sports Day practise
- Sports week

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 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.

<ul style="list-style-type: none"> • Home visits to new children • Weekly Jigsaw sessions • Learn the names of the staff and friends in our class • Begin to follow and understand the rules of the classroom • Learn how to use the toilets/cloakrooms independently including hand washing routines • Learn how to put coats/shoes/wellies on and do them up independently 	<ul style="list-style-type: none"> • Weekly Jigsaw sessions • Continue to build good relationships with children and adults • Continue to learn and follow the rules of the classroom • Learn how to use the toilets/cloakrooms independently including hand washing routines • Learn how to put coats/shoes/wellies on and do them up independently 	<ul style="list-style-type: none"> • Weekly Jigsaw sessions • Learn about sharing and turn taking through small group activities • Spirals groups • Practising using the toilets/cloakrooms independently including hand washing routines • Practising coats/shoes/wellies on and do them up independently • Take part in Arts Week sessions in the Jackson Hall 	<ul style="list-style-type: none"> • Weekly Jigsaw sessions • Learn about sharing and turn taking through small group activities • Spirals groups • Practising using the toilets/cloakrooms independently including hand washing routines • Practising coats/shoes/wellies on and do them up independently 	<ul style="list-style-type: none"> • Weekly Jigsaw sessions • Learn about sharing and turn taking through small group activities • Spirals groups • Practising using the toilets/cloakrooms independently including hand washing routines • Practising coats/shoes/wellies on and do them up independently 	<ul style="list-style-type: none"> • Weekly Jigsaw sessions • Learn about sharing and turn taking through small group activities • Spirals groups • Practising using the toilets/cloakrooms independently including hand washing routines • Practising coats/shoes/wellies on and do them up independently • Transition activities with new school classes and teachers.
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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).

<p>Literacy:</p> <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 • Learn to recognise own name • Listen to a range of fiction/non-fiction books linked to our topic 	<p>Literacy:</p> <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"> - instrumental sounds - body percussion • Continue to learn to recognise own name • Listen to a range of fiction/non-fiction books 	<p>Literacy:</p> <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"> - rhythm and rhyme • Continue to learn to recognise own name • Begin to form letters in own name • Talk for Writing: TBC 	<p>Literacy:</p> <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"> - alliteration • Continue to learn to recognise own name • Practice to form letters in own name • Talk for Writing: TBC 	<p>Literacy:</p> <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"> - voice sounds • Continue to learn to recognise own name • Practice to form letters in own name • Talk for Writing: TBC 	<p>Literacy:</p> <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"> - oral blending and segmenting • Continue to learn to recognise own name • Practice to form letters in own name
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<ul style="list-style-type: none"> • Daily song time • WOW writing linked to topic – self-portrait and name writing 	<p>linked to our topic</p> <ul style="list-style-type: none"> • Daily song time • WOW writing linked to topic 	<ul style="list-style-type: none"> • Listen to a range of fiction/non-fiction books linked to our topic • Daily song time • WOW writing linked to topic 	<ul style="list-style-type: none"> • Listen to a range of fiction/non-fiction books linked to our topic • Daily song time • WOW writing linked to topic 	<ul style="list-style-type: none"> • Listen to a range of fiction/non-fiction books linked to our topic • Daily song time • WOW writing linked to topic 	<ul style="list-style-type: none"> • Talk for Writing: TBC • Listen to a range of fiction/non-fiction books linked to our topic • Daily song time • WOW writing linked to topic
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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**.

<ul style="list-style-type: none"> • Weekly maths table top activity • Weekly Maths song session Autumn Term 1/weekly Numberblocks session from Autumn Term 2 • Maths based focus activities • Variety of planned play based opportunities for developing Maths thinking and skills 	<ul style="list-style-type: none"> • Weekly maths table top activity • Weekly Maths song session Autumn Term 1/weekly Numberblocks session from Autumn Term 2 • Maths based focus activities • Variety of planned play based opportunities for developing Maths thinking and skills 	<ul style="list-style-type: none"> • Weekly maths table top activity • Weekly Maths song session Autumn Term 1/weekly Numberblocks session from Autumn Term 2 • Maths based focus activities • Variety of planned play based opportunities for developing Maths thinking and skills
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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.

<ul style="list-style-type: none"> • Learning more about where we live, where our nursery is and where our friends live. • Talking about family and people who are important to us. • Sharing books and rhymes related to our topic. • Use senses to discover the 	<ul style="list-style-type: none"> • Learning about and celebrating different cultural events e.g. Diwali, Bonfire night, Christmas. • Celebrating different cultures with the class – parents to bring in artefacts etc. • Sharing books and rhymes related to our topic. 	<ul style="list-style-type: none"> • Celebrating Chinese New Year. • Sharing books and rhymes related to our topic. • Use senses to discover the world through sensory builder’s tray activities and adult led activities • Arts week based activities in the classroom. 	<ul style="list-style-type: none"> • Celebrating Easter. • Sharing books and rhymes related to our topic. • Use senses to discover the world through sensory builder’s tray activities and adult led activities. • Learning about people who help us through visits from local key workers 	<ul style="list-style-type: none"> • Sharing books and rhymes related to our topic. • Use senses to discover the world through sensory builder’s tray activities and adult led activities. • Possible visit from author or trip to local library. 	<ul style="list-style-type: none"> • Sharing books and rhymes related to our topic. • Use senses to discover the world through sensory builder’s tray activities and adult led activities. • Growing butterflies • Minibeast hunt on school site.
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world through sensory builder's tray activities and adult led activities	<ul style="list-style-type: none"> • Use senses to discover the world through sensory builder's tray activities and adult led activities • Christmas production 	<ul style="list-style-type: none"> • Take part in whole school arts week activities in the school hall. 	and trips out into the community.		
<p>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>					
<ul style="list-style-type: none"> • Self-portrait drawing • Introduction to the play based creative activities available at nursery, for example, painting at the easel and the junk modelling table. • Weekly singing and music sessions 	<ul style="list-style-type: none"> • Rangoli patterns • Repeating pattern Christmas wrapping paper • Christmas card design • Learn some Indian dance moves • Weekly singing and music sessions • Singing/dancing for Christmas show 	<ul style="list-style-type: none"> • Take part in Arts Week sessions in the Jackson Hall • Use different art techniques in the classroom during arts week 	<ul style="list-style-type: none"> • Easter card design • Weekly singing and music sessions 	<ul style="list-style-type: none"> • Dance Festival practise • Weekly singing and music sessions • Looking at different illustrations in books and making our own. 	<ul style="list-style-type: none"> • Singing for Transition show • Weekly singing and music sessions
<p>Experiential Learning:</p> <ul style="list-style-type: none"> • Learning about Grandparents Day (such as making a video for our Grandparents) • Possible visitors from the local area • Possible walk to the war memorial • Family scavenger hunt around Thame to go home at half term. 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> • Food tasting from around the world • PTFA Fireworks TBC • Firework Party • Posting letters to Santa • Christmas production 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> • Inviting key workers from the local community into nursery to tell us what they do. • Walk in the local area. 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> • Minibeast hunts on the wider school site • Caring for real minibeasts, for example, snails, in the classroom • Easter egg hunt 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> • Arts week • Dress up day 	<p>Experiential Learning:</p> <ul style="list-style-type: none"> • Sports Week – including EYFS Sports Day & Picnic • Life Education Bus visits TBC • Carnival TBC • Dress up day • Bedtime Story • Possible visit from Author/ trip to local library.
<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</p>	<p>Emotional Literacy: EMPATHY - I understand people have similarities and differences in their houses, homes, families, skills.</p>	<p>Emotional Literacy: RESILIANCE – I understand why it is sometimes good to be challenged and how perseverance can help me reach my goal.</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.</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</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</p>

name and express my feelings. "I like/dislike..., you like/dislike..." "I am feeling..."	"We are the same because..." "We are different because..."	"I am going to try to ..." "I need to practise...to get better at ..."	"My healthy choice was..." "It helps my body because..."	think things through. "Why don't we try..." "I feel ... because ..."	enjoyed...at school this year" "I feel...about moving to the next class"
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