

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.

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 & BEYOND	FROM THAME & BEYOND	ROLL UP, ROLL UP	MOO, BAA, CLUCK!	ARTS WEEK - TBC			
Core Texts:		Core Text:		Core Texts:			
<div></div>		<div></div>		<div></div>		<div></div>	
PSHE Outcomes:		PSHE Outcomes:		PSHE Outcomes:			
• Who ... Me?!		• Challenge		• My Family and Me			
• What Am I Good At?		• Everybody's Body		• My Body			

<p>To help others feel welcome</p> <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 accept that everyone is different</p> <ul style="list-style-type: none"> • 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>To stay motivated when doing something challenging</p> <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 make healthy choices</p> <ul style="list-style-type: none"> • 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>To know how to make friends</p> <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 	<p>To understand that everyone is unique and special</p> <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:</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.</p>	<p>Topic Overview:</p> <p>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>Our topic this term will be linked to the circus. We will think about some new skills we can learn and practise these throughout the term. We will learn the skills of perseverance and motivation.</p>	<p>Topic Overview:</p> <p>We will think about healthy lifestyles and keeping ourselves safe and well. Through our topic about the farm, we will learn more about food and where it comes from.</p>	<p>Topic Overview:</p> <p>Our topic this term will link to the Arts Week Theme</p>	<p>Topic Overview:</p> <p>This topic will focus on change and our transition to Year 1. We will focus on different superheroes and their powers as well as think of our own special talents and how we have changed since we were little.</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**.

Communication & Language: <ul style="list-style-type: none"> • We will practise sitting smartly on the carpet • Phase 1 Phonics • Story times • Nursery rhyme singing 	Communication & Language: <ul style="list-style-type: none"> • Show & Tell Sessions • Talk for Writing: Handa's Surprise • Story times • Nursery rhyme singing • Christmas performance practise 	Communication & Language: <ul style="list-style-type: none"> • Learn some circus themed poetry • Work in Kagan groups to perform circus skills for their friends • Story times • Nursery rhyme singing 	Communication & Language: <ul style="list-style-type: none"> • Talk for Writing: The Three Little Pigs • Possible fam visit – think of questions for the visitors • Story times • Nursery rhyme singing 	Communication & Language: <ul style="list-style-type: none"> • Arts Week feedback • Story times • Nursery rhyme singing 	Communication & Language: <ul style="list-style-type: none"> • Discussions about Year 1 • Story times (including with new teachers) • Nursery rhyme singing • Learn some superhero themed poetry
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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**.

Physical Development: <ul style="list-style-type: none"> • Name writing practise • Learn how to use the toilets/cloakrooms independently including hand washing routines 	Physical Development: <ul style="list-style-type: none"> • Weekly handwriting sessions • Name writing practise • Learning to put wellies on correct feet • Learning to do coat zip/buttons independently 	Physical Development: <ul style="list-style-type: none"> • Weekly handwriting sessions • PE sessions – Get Set for PE – Introduction to PE Unit 1 	Physical Development: <ul style="list-style-type: none"> • Weekly handwriting sessions • PE sessions – Get Set for PE – Introduction to PE Unit 2 	Physical Development: <ul style="list-style-type: none"> • Weekly handwriting sessions • Use a variety of tools and media during Arts Week sessions in the hall • Dance Festival practise • PE – Sports Day practise • PE sessions – Get Set for PE – Dance Unit 1 	Physical Development: <ul style="list-style-type: none"> • Weekly handwriting sessions • PE lessons • Friday – Wake & Shake • PE Changing independently for PE • PE sessions – Get Set for PE – Games Unit 1
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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.

Personal, Social & Emotional Development: <ul style="list-style-type: none"> • Weekly Jigsaw sessions • Learn the names of the staff and friends in our class • Confidently speak in the group during Jigsaw time • Begin to follow and understand the rules of the classroom • What makes us special: BBC programme Click here 	Personal, Social & Emotional Development: <ul style="list-style-type: none"> • Weekly Jigsaw sessions 	Personal, Social & Emotional Development: <ul style="list-style-type: none"> • Weekly Jigsaw sessions 	Personal, Social & Emotional Development: <ul style="list-style-type: none"> • Weekly Jigsaw sessions 	Personal, Social & Emotional Development: <ul style="list-style-type: none"> • Weekly Jigsaw sessions • Break times spent on KS1 playground • Take part in Arts Week sessions in the Jackson Hall 	Personal, Social & Emotional Development: <ul style="list-style-type: none"> • Weekly Jigsaw sessions • Transition meetings with Y1 staff • Visits to Y1 classroom • Break times and lunch times spent on KS1 playground
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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: 	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, I, into, her - CVC blending/segmenting • Name writing practise • Weekly handwriting sessions • Listen to a range of fiction/non-fiction books 	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 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 	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 	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 	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
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<ul style="list-style-type: none"> - Set 1: s a t p - Set 2: i n m d <ul style="list-style-type: none"> • Name writing practise • Listen to a range of fiction/non-fiction books linked to our topic • Listen to and learn poetry: I'm Glad to be Me • WOW Wall writing: self-portrait with name 	<p>linked to our topic</p> <ul style="list-style-type: none"> • Write a message in a Christmas card <p>WOW Wall writing: Write a Christmas list</p>	<p>writing</p> <ul style="list-style-type: none"> • Weekly handwriting sessions • Listen to a range of fiction/non-fiction books linked to our topic • Listen to and learn topic-based poetry • WOW Wall writing: Label a circus picture 	<ul style="list-style-type: none"> • Listen to a range of fiction/non-fiction books linked to our topic • Listen to and learn topic-based poetry • Write a message in an Easter card • WOW Wall writing: Write a caption/sentence about a farm animal 	<p>finger spaces and full stops</p> <ul style="list-style-type: none"> • Weekly handwriting sessions • Listen to a range of fiction/non-fiction books linked to our topic • WOW Wall writing: TBC 	<p>-Sentence writing with finger spaces and full stops</p> <ul style="list-style-type: none"> • Weekly handwriting sessions <p>Listen to a range of fiction/non-fiction books linked to our topic</p> <ul style="list-style-type: none"> • WOW Wall writing: Write a sentence about a photograph of themselves dressed as a superhero
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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</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>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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		Time		Spatial Reasoning: Spatial Reasoning (2) Compose and Decompose	
<p>Understanding the World</p> <p>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>					
<p>Understanding the World:</p> <ul style="list-style-type: none"> • Talk about family and people who are important to us • ICT/Computing – Doodle Buddy pictures • History – take a photo of or first day at school to create a Reception timeline of the year's events • Geography – look at a map of Thame and find school • Geography – draw a simple map of the walk to school • Science - learn about similarities and differences between the local natural world and contrasting natural environments 	<p>Understanding the World:</p> <ul style="list-style-type: none"> • Geography - To look at a globe/world map to locate countries of interest • ICT/Computing – Phonics game online • Geography - Link the world map with class family origins and links • History – add to class timelines • RE - Learn about Diwali • RE - Discover the origins of the Christmas story and the birth of Jesus • Science - make observations of different landscapes • Exploring the Season: Autumn – What can you notice around you in the natural world? 	<p>Understanding the World:</p> <ul style="list-style-type: none"> • ICT/Computing - Chrome books and mouse control practise • Geography – similarities and differences to life in the circus and life in Thame • History – add to class timelines • History - Find out about the history of the circus • Discuss children's experience of visiting a circus • Science - explore different forces linked to the circus (magnets, gravity) • Exploring the Season: Winter – What can you notice around you in the natural world? 	<p>Understanding the World:</p> <ul style="list-style-type: none"> • ICT/Computing – Beebots. Make the Beebot travel around a farm • RE - Learn about Easter • Science Week – TBC • Find out where different food comes from • Learn about different farm animals • Geography – think about the features of farm land. What do farmers need? • History – add to class timelines • Science – explore different materials • Investigate building houses for the three little pigs with different materials • Exploring the Season: Spring – What can you notice around you in the natural world? 	<p>Understanding the World:</p> <ul style="list-style-type: none"> • ICT/Computing – Use the camera to take photos of Arts Week creation • Geography – TBC • History – add to class timeline • Science - tbc • Exploring the Season: Summer – What can you notice around you in the natural world? 	<p>Understanding the World:</p> <ul style="list-style-type: none"> • ICT/Computing – Animation creation with superhero characters • Geography – look at different landscapes that superheroes may visit (ice, towns, etc) • History – learn about a real-life superhero from the past (e.g., David Attenborough) • Science - Experiment with freezing objects. Investigate how to melt the ice.
<p>Expressive Arts & Design:</p> <p>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</p>					

experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Expressive Arts & Design: <ul style="list-style-type: none"> • Art – Self-portrait drawing • DT - Junk modelling houses and homes • Music - Songs: I've got a Body, a Very Busy Body, Hands, Shoulders, Knees and Toes, The Okey-Cokey • Music – When Goldilocks went to the House of the Bears, Ladybird, Ladybird Fly Away Home, There was an Old Woman who Lived in a Shoe, Little Boxes on a Hillside, This Ole House (Shakin Stevens) 	Expressive Arts & Design: <ul style="list-style-type: none"> • Art – Rangoli patterns • Repeating pattern Christmas wrapping paper • Christmas card design • Learn some Indian dance moves and perform in small groups • DT – Scissor skills practise • Music – Bollywood music for Diwali • Music tbc – related to our current families 	Expressive Arts & Design: <ul style="list-style-type: none"> • Art – Henri Matisse Circus picture • DT – Use construction toys to create circus tents • Music and Dance – The Greatest Showman music • Music and Dance – Circus themed movement and movement, Song: Tears of a Clown, Nellie the Elephant 	Expressive Arts & Design: <ul style="list-style-type: none"> • Easter card design • Art – Rainbow farm animals • DT -  Design a large-scale class scarecrow • Music – Songs: The Farmer's in his Den, Oats and Beans and Barley Grow, There's a Flippy, Floppy Scarecrow, Old MacDonald had a Farm, There Once was an Ugly Duckling 	Expressive Arts & Design: <ul style="list-style-type: none"> • Dance Festival practise • Art – Arts Week activities • DT – linked to Arts Week activities • Music - tbc 	Expressive Arts & Design: <ul style="list-style-type: none"> • Singing for Summer show • Art – superhero masks • DT – Superhero sock puppet • Music – A range of Superhero music, a variety of children's superhero songs available on YouTube
Experiential Learning: <ul style="list-style-type: none"> • Possible visitors from the local area 	Experiential Learning: <ul style="list-style-type: none"> • Food tasting (from around the world) • Learning traditional dances (from around the world) 	Experiential Learning: <ul style="list-style-type: none"> • Possible circus workshop 	Experiential Learning: <ul style="list-style-type: none"> • ? Hatching eggs • Visit from a farmer/trip to a farm 	Experiential Learning: <ul style="list-style-type: none"> • Dance Festival • Arts Week sessions in the hall • Arts Week dressing up day 	Experiential Learning: <ul style="list-style-type: none"> • Watching Y6 Production • Sports Week – including EYFS Sports Day & Picnic • Superhero dress up day
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>"I like/dislike..., you like/dislike..." "I am feeling..."</i>	Emotional Literacy: EMPATHY - I understand people have similarities and differences in their houses, homes, families, skills. <i>"We are the same because..." "We are different because..."</i>	Emotional Literacy: RESILIANCE – I understand why it is sometimes good to be challenged and how perseverance can help me reach my goal. <i>"I am going to try to ..." "I need to practise...to get better at ..."</i>	Emotional Literacy: WELL BEING – I know how to keep my body healthy through food choices and exercise. I know ways to keep myself safe. <i>"My healthy choice was..." "It helps my body because..."</i>	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. <i>"Why don't we try..." "I feel ... because ..."</i>	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>"I enjoyed...at school this year" "I feel...about moving to the next class"</i>

Subject colour code:

PE
 ICT
 History
 Geography
 Science
 RE
 DT
 Music

