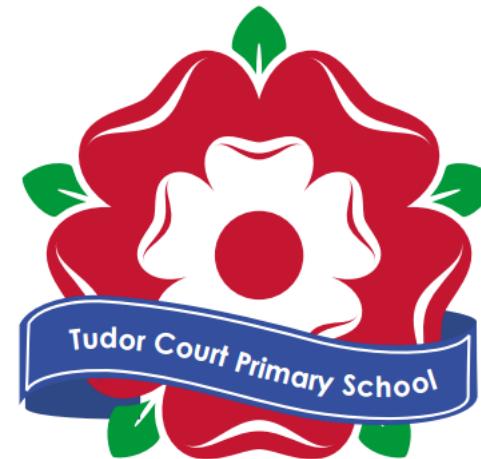


Tudor Court Primary

Curriculum Map – Cycle 3

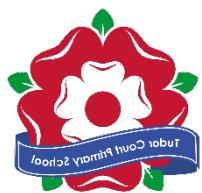
12th February 2025 – 10th May 2025



Learning Power Focus: Reflection

Year: Reception

Inspire - Challenge - Succeed



Physical Development:

- Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing
- Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music
- Play cooperatively with others and take turns
- Join in with games that include racing, chasing, balancing (scooters, trikes and bikes) and ball skills.
- Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength

Communication and Language:

- Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems
- Talk about stories and make connections with events in their own lives or other familiar stories
- Talk about the pictures in storybooks and use them to discuss how characters might be feeling
- During small group, class and 1: 1 discussions, ask questions to understand what has been said.
- Ask questions to understand what has been said
- Develop storylines in their pretend play and use conversations and discussion to help solve problems, organise thinking and activities and explain how things work and why they might happen
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Key Vocabulary:

World, oceans, sea, land, map, globe, desert, mountain, weather, climate, seasons, pollution, destination, travel, habitat.

Personal, Social and Emotional Development:

- Move confidently in a range of ways and safely negotiate space, obstacle and terrains
- Play cooperatively with others and take turns
- Select vocabulary and pictures to express their feelings and consider the feelings of others
- Developing confidence in a wider range of different social situations
- Talking about their friendships and how they and others show feelings
- Talking about their own and others' behaviour and beginning to reflect on their own actions

Jigsaw – Healthy Me and Relationships

Topic: Big Wide World.

Enquiry Question:
What do we wonder about the Big Wide World?

Key Concepts: Place and Space.

Community and Local Links:

Invite parents, grandparents or local community members to come into school to talk about their heritage?

Invite families to share pictures or photos from different countries they have lived.

Invite the children to bring in holiday or day trip photos to show places they have visited. Encourage them to talk about what they have been, what the weather was like and the activities they did.

Use the UK map, world map and the globe to discuss with children, the places they have visited.

Coherence:

- Understanding that the world has lots of different places (Y1 geography: Our Local Area and Hot and Cold places).
- Understanding that some people are significant because they did important things that changed the world or how we live (Y1 history: Significant Individuals).

Significant individuals and events:

- Tudor Week: 10th – 14th February 2025 (**Who were the Tudors?**)
- World Book Day: 6th March 2025 – The Disgusting Sandwich - Gareth Edwards
- British Science Week: 10th – 14th March 2025 - **Precious Planet (How do animals adapt to where they live?)**

Learning Power Focus: Resilience

Year: Reception

Inspire - Challenge - Succeed



Literacy:

Phonics

- Continuing RWI Set
- Use phonic knowledge to segment and blend sounds into words
- Engaging in shared reading and dialogic book talk

Reading

- Enjoy an increasing range of print and digital books, both fiction and non-fiction
- Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading and being read too.
- Describe main story settings, events and principal characters in increasing detail.
- Re-enacts and reinvents stories they have heard in their play.
- Know that information can be retrieved from books, computers and mobile digital devices
- Recall and discuss stories or information that has been read to them, or they have read themselves

Suggested texts:

- Here We Are - Oliver Jeffers
- Lost and Found - Oliver Jeffers
- Oliver Who Travelled Far and Wide -Mara Bergman
- Somebody Swallowed Staley - Sarah Roberts
- Welcome to Our World: A Celebration of Children Everywhere!- Moira Butterfield
- Our World: A First Book of Geography - Sue Lowell Gallion
- Lift-the-Flap Questions and Answers About Our World - Katie Daynes

Writing

- Create texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats
- Give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.
- Begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together

Computing:

- Logging onto the iPad independently
- Choosing and opening the correct software or app for a particular task
- Open the Camera app on an iPad
- Record, play, delete individual clips
- Play back video clips
- Record yourself talking

Understanding the World:

- Begin to notice and talk about the different places around the world, including oceans and seas.
- Describe the weather and one place is different to another
- Talk about places they have been to or seen in photographs.
- Play with globes, observe maps and listen to stories to develop an awareness of other places in the world..
- Develop their sense of responsibility and membership of a community.
- Explore and talk about the ways that the weather and animals of places can be different through pictures and stories.
- Share stories and talk about significant people who lived in the past
- Describe how they can look after their environment

Topic: Big Wide World.
Enquiry Question:
What do we wonder about the Big Wide World?

Key Concepts: Place and Space.

Expressive Arts and Design:

- Explore, build and play with a range of resources and constructions kits with wheels and axles
- Construct simple structures and models using a range of materials
- Learn and sing songs and rhymes as part of a larger group
- Create art in different ways on a theme, to express their ideas and feelings
- Copy and create repeating patterns using a variety of objects
- Use natural materials and loose parts to make 2-D and 3-D art
- Cut, tear, fold and stick a range of papers and fabrics
- Learn and sing songs and rhymes as part of a larger group
- Listen to a variety of music and talk about how it makes them feel
- Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type

Maths:

Subitising, (Cardinality, ordinality and counting), Composition and Comparison.

Mastering Number Week 15 to 23

- Focus on equal and unequal grouping when comparing numbers
- Understand that two equal groups can be called a 'double' and connect this to finger patterns
- Sort odd and even numbers according to their 'shape'.
- Counting -larger sets and things that cannot be seen
- Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern
- Composition - '5 and a bit'

Measure, Shape and Spatial Thinking:

- 3-D shapes
- Patterns
- Spatial Reasoning 1: Match, Rotate, Manipulate

Home Learning:

Children could:

- Look at photographs of holidays or trips you have taken. Talk about how you travelled to your destination. Can you find where you went on world map? What was the climate like there?
- Visit the website Google Earth and use the search bar to find the following features. Amazon Rainforest - Mount Everest - Sahara Desert
- Watch episodes of 'Where in the World' on CBeebies. What did you find out about life in other countries?