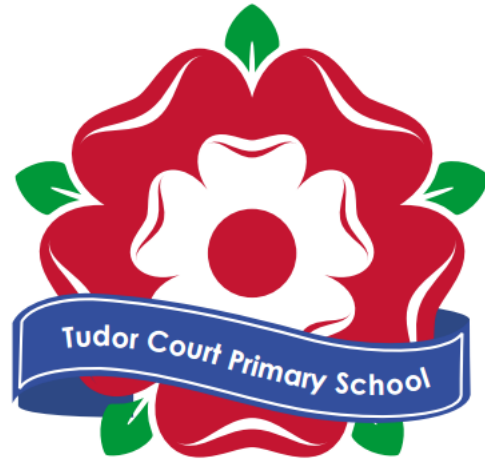


# **Tudor Court Primary**

*Curriculum Map – Cycle 4*

*12<sup>th</sup> May 2025 – 22<sup>nd</sup> July 2025*



# Learning Power Focus: Reflective Year: Reception

*Inspire – Challenge - Succeed*



## Prime Areas of Learning and Development

### Communication and Language:

- Develop storylines in their pretend play and use conversations and discussions to solve problems, organise thinking and activities.
- Explain how things work and why they might happen.
- Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems.
- 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.
- Talk about stories and make connections with events in their own lives or other familiar stories.
- Talk about pictures in storybooks and use them to discuss how characters might be feeling.

### Physical Development:

- Move confidently in a range of ways and safely negotiate space, obstacles and terrains.
- Travel around with confidence and skill around, under, over and through balancing and climbing equipment; stands on one foot momentarily when shown.
- Join with games that include racing, chasing, balancing, riding (scooters, trikes and bikes) and ball skills.
- Pat, throw, kick, pass, aim, bat and catch different sized ball with increasing control.
- Make simple prints using a variety of tools, including blocks and rollers.
- Manipulate malleable materials into a variety of shapes and forms using their hands and other simple tools.
- Select appropriate tools and media to draw with.
- Use a range of media, tools and techniques to create images, express ideas and show different emotions.

### Personal, Social and Emotional Development:

- Follow instructions when in different environments and when handling simple equipment, such as scissors
- Understand that they must wait for their turn to use equipment or take part in part activities
- See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.
- Talk about why it is important to stay safe in the sun.
- Show an understanding of their feelings and those of others
- Be confident in trying new activities showing independence, resilience and perseverance

Jigsaw - Relationships and Changing Me

## Topic: Gardens and Minibeasts.

### Enquiry Question: What do we notice about living things?

### Key Concepts: Habitats, lifecycles, environment, growth

#### Key Vocabulary:

**notice, predict, living things, breathe, soil, plant, seed, roots, stem, petals, change, decay, life-cycle, antennae, insect, alive, arachnids, similarities, differences.**

#### Significant individuals and events:

- 5 June: World Environment Day: #BeatPlasticPollution
- June: National Festival of Fieldwork – **Fieldwork for Everyone**

### Community and Local Links:

- Explore the school grounds and tree areas. Look for different plants, flowers and minibeasts within the school environment – How are the environments the same or different?
- Visit Chafford Gorges Nature Discovery Park – Wouldham Cliffs – in summer this area is inhabited by butterflies, dragonflies and damselflies.

### Coherence

- Understanding that things change with the seasons and that different living things live in different places (Y1 geography – hot and cold places and Y1 Science- weather)

# Learning Power Focus: Reflective

## Year: Reception

*Inspire – Challenge - Succeed*



### Specific Area of Learning and Development

#### Literacy

#### Phonics:

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

#### Reading:

- Listen to and talk about selected fiction and non-fiction books to develop deep familiarity with new knowledge and vocabulary
- Read aloud simple phrases, sentences and books that are consistent with their phonic knowledge
- Retell stories and narratives through role play and small world, using some key vocabulary

#### Suggested texts:

- Katie and the sun flower
- A seed in need
- What the Ladybird Heard
- Mad About Minibeasts!
- Aaaarrgghh, Spider!
- Are You a Snail?
- My First Book of Garden Bugs (RSPB)
- Non-fiction books and online texts about living things
- First Facts Bugs
- The Tiny Seed
- I Can Grow a Sunflower

### Topic: Gardens and Minibeasts.

**Enquiry Question: What do we notice about living things?**

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### Specific Area of Learning and Development

#### Writing

- Write short sentences and phrases using words with known sound-letter correspondences.
- Form lower-case and capital letters correctly.
- With support, begin to use a capital letter, finger spaces and a full stop.
- Share writing with others, reading it aloud where appropriate.
- Spell words by identifying the sounds and then writing the sounds with letters
- Use writing to communicate thoughts, ideas and events in their play.
- Spells common exception words matching the schools programme
  - Story maps, e.g. story about a plant, bugs and insects
  - The lifecycle of an insect.
  - Sunflower Seed Diary
  - Instructions, e.g. planting seeds
  - Simple recounts
  - Descriptions, e.g. of a favourite minibeast
  - Labelling diagrams, photographs and drawings

**Maths: Subitising, (Cardinality, ordinality and counting), Composition and Comparison.**

#### Mastering Number Week 23 - 31

- Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers
- continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame
- compare quantities and numbers, including sets of objects which have different attributes
- continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
- begin to generalise about 'one more than' and 'one less than' numbers within 10
- continue to identify when sets can be subitised and when counting is necessary
- develop conceptual subitising skills including when using a rekenrek

#### Measure, Shape and Spatial Thinking:

- Spatial Reasoning 2: Compose and Decompose
- Spatial Reasoning 3: Visualise and Build
- Spatial Reasoning 4: Mapping

# Learning Power Focus: Reflective Year: Reception

*Inspire – Challenge - Succeed*



## Understanding the World:

- Begin to observe and talk about living things in the local environment
- Observe and describe living things and their habitats within the local environment
- Represent scientific observations by mark making and drawing observations
- Offer explanations of why things happen, making use of vocabulary, such as, because, then and next
- Identify common features of different..... Mini beast)
- Begin to talk about ways to care for a plant or animal
- Explore the natural world around them and give simple descriptions, following observation, of changes
- Notice and begin to describe patterns of weather in summer and winter

## Expressive Arts and Design:

- Learn and sing songs and rhymes as part of a larger group
- Use primary and other coloured paint and a range of methods of application
- Use natural materials and loose parts to make 2-D and 3-D art.
- Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.
- Explore artwork by famous artists and talk about their likes and dislikes.
- Name and explore a range of everyday products and begin to talk about how they are used.

## Topic: Gardens and Minibeasts.

**Enquiry Question: What do we notice about living things?**

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## Computing: Coding

- Follow simple instructions
- Explore what happens when buttons are pushed on an electric toy or device
- Input simple instructions to technological toys, including floor robots and onscreen sprite (Beebots, 2Simple 2go)
- Use iPad to record information and discoveries of the natural world.

## Home Learning

### Children Could

- Explore their garden/local park to see what plants/minibeasts they can find.
- Help to look after plants or a pet at home, e.g. with adult support, water the garden or a pot plant or give food to an animal
- Make a bug hotel from plant pots, small rocks, stones, bark and leaves and see if minibeasts visit.
- Research some fantastic facts about minibeasts from around the world and share them on Tapestry.