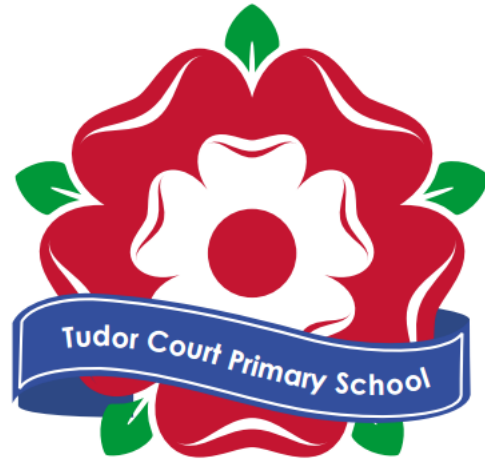


# Tudor Court Primary

*Curriculum Map – Cycle 1*

*5<sup>th</sup> September – 18<sup>th</sup> November 2022*



# Learning Power Focus: Resilience

## Year: Reception

*Inspire – Challenge – Succeed*



### Physical Development:

#### Preparing to write – focus on gross and fine motor skills, including:

- Throwing a ball overarm
- Catching a ball that has been bounced using hands (not arms and body)
- Climbing on PE apparatus or a climbing frame/outdoor equipment
- Using a dominant hand and an assistant hand during activities
- Controlling and manipulating small tools effectively
- Using a tripod grip to manipulate small objects (e.g. rolling play doh balls) and to accurately put things together (e.g. threading)
- Holding scissors appropriately and cutting out more complicated shapes with straight and curved lines
- Copying shapes that have multiple movements

### Home Learning:

#### Children could:

- Look at and talk about family photos.
- Talk about their local area.
- Learn what jobs their parents and other family members do.

### Key Vocabulary:

Me, myself, like, dislike, family, autumn, season, changes, rules, community, home, local, kind, friends, past, long ago.

### Personal, Social and Emotional Development:

- Talking about the transition from Nursery/home to school
- Beginning to make friends
- Selecting resources for themselves
- Understanding that they have feelings and so do other people and beginning to identify these feelings
- Sharing and taking turns
- Talking in a small group
- Seeking help when needed
- Talking about their identity
- Going to the toilet when needed
- Knowing how to be safe and stay happy in the classroom (understanding classroom rules and their rights and responsibilities as members of the class)

## Topic: All about me and my community.

### Enquiry Question: What is special about me and where I live?

**Key Concepts: Community, continuity, change, similarity, difference.**

### Significant individuals and events:

- Remembrance Day: Friday 11th November 2022
- Black History Month: 10 – 14 October 2022 –
- Text: Anansi the Spider: A Tale from the Ashanti

### Coherence

#### Future learning:

- Understanding local area (Y1 geography and Y2 history)
- Understanding the difference between older and younger members of families and the community (Y1 history – Toys)
- Knowing that some people are important to us (e.g. family members, friends, people who help us in our community) (Y1 history – significant individuals)

### Community and Local Links:

- Children can share family pictures from home and create a family tree. (Older and younger members of their family)
- Developing an understanding of their new class and year group community. (similarity and difference)
- Exploring the wider school community. (Who is here to help us)

# Learning Power Focus: Resilience

## Year: Reception

*Inspire – Challenge - Succeed*



### Literacy:

- Phonics: Read, Write, Inc
- Understanding the five key concepts about print
- Engaging in shared reading and dialogic book talk
- Telling and retelling stories, with support and/or as part of a class/group
- Drawing and mark-making in a range of contexts
- Engaging in shared and supported writing

### Expressive Arts and Design:

- Experimenting with a range of materials and techniques, e.g. to create a picture of their family
- Explaining who is who in a picture they have made and/or what is happening
- Keeping the beat of a song, e.g. through actions
- Learning new stories, rhymes and songs
- Making up their own actions to a song or rhyme

### Understanding the World:

- Identifying their likes and dislikes
- Describing their appearance
- Recognising old and young people
- Identifying and describing members of their family
- Recognising and describing where they go to school
- Recognising and describing features of their local area
- Knowing they are part of a community and identifying other members of their community
- Knowing what a map is and using and making simple maps with support

**Topic: All about me and my community.**

**Enquiry Question: What is special about me and where I live?**

**Key Concepts: Community, continuity, change, similarity, difference.**

### Computing:

- Using the iPad
- Using the whiteboard
- Talking about technology at home and using technology in role play
- Knowing how to use technology safely

### Communication and Language:

- Ready to learn, preparing to write – focus on expressive language, including:
- Talking about their own needs and wants, including beginning to say why
- Asking for help
- Explaining themselves
- Listening to and responding appropriately to instructions
- Speaking in full sentences

### Maths:

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

- Identify when a set can be subitised and when counting is needed
- Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame
- Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills
- Spot smaller numbers 'hiding' inside larger numbers
- Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers
- Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number
- Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds

### Shape and space

- Developing spatial awareness: experiencing different viewpoints
- Developing spatial vocabulary

### Pattern

- Continuing an AB pattern
- Copying an AB pattern
- Making their own AB pattern