



Early Years – Reception curriculum map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Into the Woods	Up in the Sky	Superheroes	On the Farm	In the Garden	The Deep Blue Sea
Core Literacy texts	We're Going on a Bear Hunt The Something  (Losing story and animal information)	Star in a Jar How to Catch a Star  (Finding story and poster)	Juniper Jupiter Supertato  (Superhero story and letter to inform)	The Three Little Pigs Little Red  (Traditional tale and instructions)	The Very Hungry Caterpillar The Extraordinary Gardener  (Transformational story and instructions)	The Night Pirates The Storm Whale  (Friendship story and descriptive poem)
Writing	Use some of their print and letter knowledge in their early writing.  Write some or all of their own name.	Write all of their own name.  Write some letters accurately  Write lists and labels using initial sounds and CVC words	Write CVC words accurately.  Combine words to make labels, captions, lists and phrases  Begin to write simple phrases with 2-3 words  Begin to use finger spaces with support	Begin to write short sentences e.g. I can see a...  Begin to include finger spaces independently	Write longer sentences, extending them using 'and'.  Consistently include finger spaces.	Write a series of sentences that tell a story/sequence sentences to form short narratives.
Ignition	We're Going on a Bear Hunt - Clues linked to a bear (e.g. paw prints, fur, leaves etc) – Which animal could have left these paw prints?  The Something - Discovery of the hole in the classroom/playground/woods. Could something be down the hole? What might it be?	Star in a Jar - Set up props from the story, including lit up stars.  What is this called? What might this story be about?	Juniper Jupiter - Adults and children arrive dressed up as favourite superheroes (real or imagined).  What makes a good superhero?  Supertato - Set up vegetables in distress in the classroom and outdoors – feature shopping basket, Tesco bags, Costa cup  What has happened to these vegetables? Where do you think they came from? What might happen in the story?	The Three Little Pigs - Children arrive to a tuff tray of resources with a challenge to build a strong house (straw, lolly sticks and mini bricks)  Which material do you think will make the strongest house? Why?  Little Red – Show children a picnic basket. What is this used for? What could be inside? Unpack the clues. Do these clues remind you of a story?	The Very Hungry Caterpillar – Show children the caterpillars in a jar and fruits.  What do you think these animals are? What might happen in the story?  The Extraordinary Gardener – Receive a letter containing a seed with a label "Just what I have been looking for..." (and have extra seeds to pass around and look at)  Has anyone ever seen one – a seed – before?  Is someone looking for this?  Do you think it might have been lost?	The Storm Whale - Set up stimulus linked to the story on the beach (using props from school and real-life objects)  What are all these objects? What animal is this? What other creatures live in the sea? Who might own the raincoat? How can we help the whale?
Communication and Language	Begin to understand how to listen carefully and why listening is important. Follow 1 step instructions. Engage in storytimes. Describe events. Develop some social phrases. Use talk to organise play.	Listen attentively in familiar situations. Ask questions to find out more. Follow instructions with 2 parts in a familiar situation.	Listen attentively in familiar and new situations. Maintain attention during appropriate activities. Ask questions to find out more and to check they understand what has been said to them.	Listen attentively in a range of situations. Describe events in some detail. Begin to connect one idea or action to another using connectives.	Listen to and understand instructions while busy with another task. Maintain attention in different contexts. Articulate ideas and thoughts in well-formed sentences.	Listen and respond with relevant questions, comments, or actions. Maintain attention for longer periods of time. Articulate ideas and thoughts in well-formed sentences, linking ideas

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	Understand 'what', 'who' and 'where' questions.	Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases.	Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Use talk to help work out problems and organise thinking and activities.	Use talk to help work out problems and organise thinking and activities, explaining how things work and why they might happen. Use past, present and future tenses in conversation with peers and adults.	together to extend their communication. Use past, present and future tenses accurately in conversation with peers and adults.
Related texts/wider reading	<p>Goldilocks and the Three Bears Where's My Teddy? This is the Bear Brown Bear, Brown Bear, what do you see? Peace at Last The Everywhere Bear Bears don't eat egg sandwiches The Gruffalo Tree: Seasons come, seasons go Little Red Riding Hood</p> <p>Non-fiction: A Book of Bears Grizzly Bears Teddy Bears My First Book of Woodland Animals</p>	<p>Room on the broom Aliens love underpants Owl babies Beegu Whatever next! Snowballs Christmas stories Toys in space????? Year 1 When I was a child</p> <p>Non-fiction: The Awesome Night Sky A Hundred Billion Trillion Stars Starry Skies: Learn about the constellations above us</p>	<p>Super Snail Superbat How to Save a Superhero Superworm Zippo the Super Hippo Superheroes Don't Get Scared... Or Do They? Dylan the Villain Max Traction Man Super Stan</p> <p>Non-fiction: Firefighters Police officers Doctors/Nurses/Paramedics Pets</p>	<p>Mr Wolf's Pancakes The Three Little Wolves and the Big Bad Pig The Little Red Hen Duck in a Truck What the Ladybird Heard Rosie's Walk The Three Billy Goats Gruff Chicken Licken Suddenly!</p> <p>Non-fiction: Farm animals Farm machinery e.g. Tractor Ted Grandparents Wolves</p>	<p>The Flower Florette The Promise Eddie's Garden: and how to make it grow The Secret Sky Gardener We are the Gardeners Walter's Wonderful Web Mad About Minibeasts The Tiny Seed The Very Busy Spider Oliver's Vegetables Jasper's Beanstalk Jack and the Beanstalk Handa's Surprise</p> <p>Non-fiction: My Bean Diary The Big Book of Bugs The Big Book of Birds A seed is sleepy Ready, steady, grow Plants</p>	<p>The Snail and the Whale The Whale's Song Tiddler The Fish That Could Wish Rainbow Fish The Proudest Blue Somebody Swallowed Stanley There's a Shark in the Park Captain Sparklebeard</p> <p>Non-fiction: The Big Book of the Blue Sharks What a Waste One Tiny Turtle Pirates Treasure Islands</p>
Phonics	RWI Set 1 sounds	RWI Ditty sheets	RWI Red books	RWI Green books	RWI Purple books	RWI Pink
Maths White Rose	<p>Match and sort Compare amounts Representing 1, 2, 3 Comparing size, mass and capacity Exploring pattern</p>	<p>Comparing 1, 2, 3 Composition of 1, 2, 3 Circles and triangles Positional language Representing numbers to 5 1 more and 1 less Shapes with 4 sides Time</p>	<p>Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2) 6, 7 and 8 Making Pairs Pattern (2)</p>	<p>Combining 2 groups Length &amp; Height Time 9 &amp; 10 Comparing numbers to 10 Bonds to 10 3d-shape</p>	<p>Building numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning (1 &amp; 2) Match, Rotate, Manipulate Adding more Taking away Compose and decompose</p>	<p>Doubling Sharing and grouping Even and odd Spatial reasoning (3 &amp; 4) Visualise and build Mapping Deepening understanding Patterns and relationships</p>
Understanding the world – The Natural World (Science)	Explore the natural world around them.	Describe what they see, hear and feel whilst outside.	Human bodies - Know and talk about the different factors that support their	Name and describe some familiar farm animals and their offspring.	Recognise some environments that are different from the one in	Make predictions about materials that will sink or float and test out ideas.

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	<p>Compare and contrast characters from stories. (e.g. Goldilocks: Do bears eat porridge/live in houses/sit on chairs etc?) Find out where bears live.</p> <p>Begin to describe what they notice about the seasonal changes.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Understand the effect of changing seasons on the natural world around them. Explore how light shines through some materials and makes shadows and begin to use vocabulary to explain why.</p> <p>Describe what they notice about the seasonal changes.</p>	<p>overall health and wellbeing including oral health.</p> <p>Observe and interact with natural processes, such as ice melting.</p> <p>Describe what they notice about the seasonal changes. Discuss how animals behave differently as the seasons change.</p>	<p>Life cycle of a chicken.</p> <p>Make predictions about different materials and their strength. Test ideas. (Linked to Three Little Pigs houses)</p> <p>Begin to understand the effect of changing seasons on the natural world around them.</p>	<p>which they live (Handa's Surprise link). Understand what a plant needs to grow. Understand and order the life cycle of a plant and an animal.</p> <p>Begin to draw what they observe in the natural world.</p> <p>Begin to understand the effect of changing seasons on the natural world around them.</p>	<p>Discuss how they can care for the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
Understanding the world – People and Communities (RE)	F1 – Why is the word 'God' so important to Christians?	F2 – Why is Christmas special for Christians? Recognise that people have different beliefs and celebrate special times in different ways.	F3 – Why is Easter so special for Christians?	F4 – Being special: where do we belong?	F5 – Which places are special and why? Understand that some places are special to members of their community.	F6 – Which stories are special and why?
Understanding the world - Past and present (History)	Bear, baby bears Me, baby me Simple timeline – photos of children and children now Past and present, Then and Now	Comment on images of familiar situations in the past: Remembrance Day – black and white photos, suitcases and clothes, Candles, Old music (record players) Add to timeline	Comment on images of familiar situations in the past. (Compare cities now to the past e.g. London. Look at images of old/modern houses and identify these on local walk in Seaton.) Add old and modern houses to timeline.	How do we get food now and how is this different from the past? Tractor Ted book link.  Add past and current farm machinery/food sources to timeline.	How can we care for the creatures in our gardens? Why do we need to care for them?  Build a bug hotel.	Why are some animals extinct? Why is the coral reef turning white? How can we care for the animals in our oceans? (Link to conservation and recycling)  Link to David Attenborough
Understanding the world – People and communities (Geography)	My classroom and school. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.	Draw information from a simple map.  Familiarise children with the name of the road and town the school is located in.  Draw simple maps of their immediate environment.  Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising	Roles of people in community – Visit to fire station, police  Begin to use vocabulary to name specific features of the world, both natural and made by people. (Exploration of cities and man-made structures).  Look at aerial views of the small world scenes. Recreate simple maps using simple aerial views. (E.g. set up small world toys with photos from	Draw simple maps from imaginary story settings they are familiar with. (E.g. Map to Grandma's house or a map to the Three Little Pigs homes)	Habitats of minibeasts.  Describe what they see, hear and feel whilst outside. Name and describe familiar plants and animals. Interact positively with the natural world.  Use vocabulary to name specific features of the world, both natural and made by people.	Explain how and why we care for the natural world.  Recognise some environments that are different from the one in which they live (e.g. desert islands)  Begin to remember the features of a beach.  Draw a simple map to Seaton beach.

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		buildings, open space, roads and other simple features	above for children to recreate).			
Physical Development (REAL PE)	FunFit and additional indoor physical area Core strength, balance, cross lateral movement, coordination	Real PE: Personal able Real PE: Social	REAL PE: Cognitive	REAL PE: Creative  REAL Gym	REAL PE: Physical  Athletics	REAL PE: Health & fitness  Swimming  REAL Dance
Forest school or additional PE	Forest school – exploration of local woods and becoming familiar with environment (Use 'Find it' cards)	Forest school - Use natural resources to create Leaf Man/Stick Man (see Art/DT)	Forest school – Explore how to build structures with branches/sticks/leaves (e.g. build a trap, a hideout or den)	Forest school – Take picnic basket/role play clothes - make a path to Grandma's house. (Focus on retelling the story)	Forest school – Caterpillar camouflage, hunting for them in woods. Observational drawing of flowers.	Forest school – Focus on conservation of our school woods. What can we do to keep the area safe for animals?
Expressive Arts and Design (Art)	Colour names: linked to Brown Bear, Brown Bear, what do you see? (Exploration of colours and colour mixing, naming the colours, including primary colours)  Paint: Hold and use a brush appropriately to create marks with intent (Self-portraits)  Sculpture: Experiment with rolling playdough and pressing objects into it  Drawing: Explore drawing different types of lines on a big and small scale.	Paint: Fireworks splatter paint (Artist link: Jackson Pollock) Use different sized brushes to make coloured marks on paper and explore the effect of splatter painting.  Drawing: Use different types of lines and marks to represent ideas.  Printing: Load an object with paint and print it. Choose objects from a limited range to print with. Print object to make pictures. (Poppy art)  Sculpture: Use found materials to create imaginative 3D objects. (Artist link: Andy Goldsworthy, use forest school/transient art area to create Leaf Man/Stick Man)  Use cutting moulds to create an ornament (salt dough Christmas stars)	Printing: Choose objects from a wide range to print with to produce patterns. (Potato/vegetable printing)  Drawing: Begin to draw with detail, using a variety of lines to clearly represent ideas.  Paint: Use paint and a variety of tools to represent ideas like movement or loud noises. (E.g. 'fire' as a superpower. Artist link Yves Klein).  Fabric/materials: Explore cutting fabric to make an item of clothing. (E.g. mini superhero cape or mask)	Paint: Use a thin brush to apply colour to a design. (Andy Warhol inspired farm class collage)  Sculpture: Experiment with combining playdough parts to represent an idea.  Drawing: Draw with detail, using a variety of lines to clearly represent ideas  Easter cards and Mother's Day cards	Sculpture – Use modelling tools and experiment with techniques to add detail to playdough (Minibeasts)  Fabric/materials: Begin to create simple weaves.  Paint: Use a fine brush to paint using watercolours. (Watercolour flowers)  Father's Day cards	Sculpture – Use modelling tools and techniques to add detail to create clay sea creatures  Fabric – Use simple weaves to create art (Paper weaves)  Paint: Use tools to create different effects (Artist link: Van Gogh – create pictures for under the sea/night pirates)
Expressive Arts and Design (DT)	Join materials using glue – glue sticks first, add in PVA and paintbrushes	Join to wood using glue - cold glue gun (Make a Stick Man)	Join materials with masking tape (e.g. superhero props)  Join paper using a children's stapler.	Cooking – Begin to measure ingredients to cook (bread rolls).  Join materials with PVA and glue spreaders.	Join paper using hinges – e.g. flap book of minibeasts  Cooking – Choose a range of healthy foods and slice them to create fruit kebabs	Design and make a boat that floats.

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				Join using split pins to make a moving part. (E.g. split pin chicks)		
Expressive Arts and Design (Music) Charanga	Charanga:  Pat-a-cake 1, 2, 3, 4, 5 once I caught a fish alive This old man Five little ducks Name song Things for fingers  Other songs: If you go down to the woods today, Round and round the garden, Lining up song	Charanga:  I'm a Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC song  Other songs: Nativity and popular Christmas songs, Twinkle Twinkle Little star, 5 Little Men in a Flying Saucer	Charanga:  Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on the Bed Twinkle Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes  Other songs: Days of the week song	Charanga:  Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey  Other songs: The Farmer's in His Den, This Little Piggy... Hush Little Baby  Spring and Easter songs (It must be Spring, Spring Chicken, Easter Bunny)	Charanga:  Big Bear Funk unit 1. Listen and Appraise a different piece of Funk music each week/step 2. Explore and Create using voices and classroom instruments 3. Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs 4. Share and Perform  Other songs: A Tiny Seed	Charanga:  Reflect, rewind and replay unit Listen and Appraise a different piece of music each week/step Explore and Create using voices and classroom instruments Sing and Play by revisiting a selection of nursery rhymes and action songs Share and Perform  Other songs: When I was one... I'm a Pirate, Yo Ho Ho
Personal, Social & Emotional Development (PSHE) Jigsaw unit	Linked text: The Colour Monster  Being me in my world 1. Who... me?! 2. How am I feeling today? 3. Being at school 4. Gentle hands 5. Our rights 6. Our responsibilities	Linked text: Barry the fish with 5 fingers, Our class is a family Celebrating Difference 1. What am I good at? 2. I'm special, I'm me! 3. Families 4. Houses and home 5. Making friends 6. Standing up for yourself	Linked text: Giraffe's Can't Dance  Dreams and goals 1. Challenge 2. Never giving up 3. Setting a goal 4. Obstacles and support 5. Flight to the future 6. Footprint awards	Linked text: Every night is Pizza Night  Healthy me 1. Everybody's body 2. We like to move it! 3. Food, glorious food 4. Sweet dreams 5. Keeping clean 6. Stranger danger	Linked text: The Squirrels Who Squabbled  Relationships 1. My family and me 2. Make friends, part 1 3. Make friends, part 2 4. Falling out & bullying 1 5. Falling out & bullying 2 6. Being the best friends	Linked text: Paper Planes  Changing Me 1. My body 2. Respecting my body 3. Growing up 4. Fun & fears 1 5. Fun & fears 2 6. Celebration
In school events	Moving in – home corner Teddy bear picnic in woods with parents (Parent Involvement) Porridge tasting	Halloween party and potion making School nativity	Superhero parent involvement Introduce a pet dog to the home corner	Pancake day 21.2.23 A baby is born! Easter egg hunt	Natural Seaton Festival Parent involvement – make a bug hotel	Sports Day Woods litter picking House for sale – moving out
Educational visits / events	Visit to Seaton library – encouraging reading at home Vet or Escot visitor to talk about animals or bears.	Getting married – visit to church Visit post box to send invitations and letters to Santa	Visit to Fire Station Visit from Police officer Visit from Doctor or Nurse	Visit from Midwife Trip to a farm or visit from some farm animals Hatching chicks Visit from dentist	Christening the baby – visit to other church Marshes/Wetlands trip finding minibeasts Hatch butterflies	Beach clean Beach trip - Exmouth