

Reception Learning Journey Map Term: Autumn 1 Weeks: 8			
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture			
Teaching and Learning Principles and Curriculum Driver			
Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment, and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	Inspire Awe and Wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role-play etc.	Force for Positive Change Who or what has been a force for positive change? How can we be a force for positive change?
Sharing photos of our family traditions. Celebrating our similarities and differences Inviting parents in to share cultural stories at end of term. Beliefs - circle time discussion / British Values /How do you travel to school - class vote.	Houses – types of houses, Maps - where I live? My Family Photos share and discuss. Exploring textures & materials – how does it feel? What does it look like? Making people/faces using natural resources e.g., pinecones, stones etc. Using mirrors – what do I look like? Naming features	Show and tell box / meet the teacher feely box. Loose part family pictures Local Walk – Where we live, where we go to school, different homes, etc. Role Play area – Home corner – representing home from home – children to be able to explore and role play home activities e.g., cooking	Celebrating Our family - relatives who have a job which helps others e.g., nurse, doctor, inventor etc. Local Litter Pick up - cleaning the outdoor environment area.

Reception

Title: My Family

Big Bang - Shoe box project – fill a box with things special to them.

School Trips/Special Events

Local Area Walk – W/B 23rd Sept
Baseline Assessments - Ongoing
Show & Tell – W/B 14th October

Celebration -Class show & tell (chn. to bring something in to school to share) - Friday 18th October

Personal, Social, Emotional Development

-Settling in - routines, self-registration
-Understand that our family keep us safe and look after us. Pupils recognise that their family is unique and that families can be different.
-Pupils know their family and its relationship e.g. siblings, parents etc.
-Build relationships with teachers/friends.

Key Curriculum Areas: History, Art, Geography

Mathematics

-Say and use numbers in songs, rhymes and stories e.g. 1, 2,3,4,5 once I caught a fish alive; 5 little ducks went swimming
-To recognise numbers 0 to10
-To recite numbers in order 0 to 10.
-Count up to 5/10 objects
-Subitising - fingers, numicon, dice etc.
-To match numeral and quantity correctly
-Compares two groups of objects, saying when they have the same number
-To knows that numbers identify how many objects are in a set

Expressive Arts & Design

-Home corner role play area
-Painting self and family portraits/family trees/family collages
-My house collage – lolly stick homes
-Exploring movement and dance using different types of music, songs and rhymes
-Artist focus - Wassily Kandinsky - Russian painter, abstract art - circles/squares

Understanding of the World

-Rules & Routines
-Building Relationships
-My Family - who is in your family? Where are you from?
-My Family tree - identifying similarities and differences
-Where we live? How do you travel to school?
-Location/our local area – e.g. road names

Physical Development

Gross Motor Skills

-Exploring outdoor space - climbing frame etc.
-Travelling movements, walking, running, skipping Balance bikes - obstacle cones, Balance Beams/Stepping stones, large dice - movement e.g. jump, crawl etc.
-Cross motor movement - hoop painting, Daily Mile 3 x a week.

Fine Motor Skills

-Threading - letters, numbers etc. Playdough Disco dough, -Making faces (buttons, string, pompoms etc.) tweezers, pegs. Playdough, rolling pins, cutters etc. What will you make?
-Mark making tools e.g. sticks, paintbrushes, fingers
-Scissor skills – cutting opportunities

Literacy

Read Write Inc. Set 1 sounds

m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

Fiction Texts:

Colour Monster by Anna Llenas, The big book of families, So much! By Trish Cooke, Five Minutes Peace by Jill Murphy

Non-Fiction Texts:

Families by Debbie Bailey, At school by Window on world, My grandparents - Meet the family, A class book 'This is our class...' include pictures and name writing, Local Area Maps - Atlas books
High frequency words (I, my, mum, dad, we, go, house, with, people, like, me, you)

Writing:

Letter formation, Name writing, initial sounds.
Illustrating/mark making, labelling, CVC words.

Communication and Language

-Opportunity for interactions and modelling language through stories, songs, rhymes and talk time, speaking & listening circle times
-Greeting songs - Hello...how are you today?
-Greetings in different languages
-Class Rules/Rules at home
-How do you feel? Zones of Regulation colours - Family Discussion; who is in your family?
-Homes & our local areas – e.g. Where do you live? Do you walk to school? Do you live near a park or shops?