







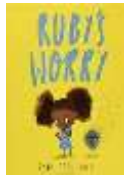

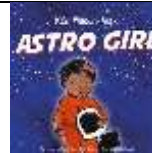

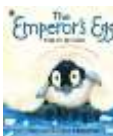

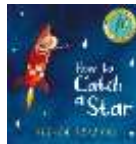



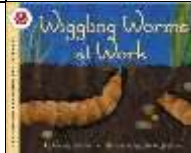

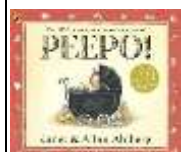







Elburton Primary School

Elburton Primary School Curriculum Map

Inspiring today's children
for tomorrow's world

EYFS 2 Foundation	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes / lines of enquiry Children's ideas and interests will be fed into enhancements during continuous provision.	Who am I? 	Blast off! 	Where in the World? 	Growing 	Amazing Changes 	Let's go on an adventure 
Visitor/ Enrichment	Invite family members into share lunch with the children Invite key members of staff to talk to the children Office staff Caretaker MTA	Visit to Market Hall Immersive Experience Space experience Diwali – Faith speaker linked to RE	Met office representative talking to the children about climate change. Visit to St Matthews Church Elburton	Visit a local Allotment Bee Keeper to visit and talk about how to look after their Bees	Eggs to Educate – Eggs to Hatch in school. Visit into school from a Grandparent to talk about how they have changed since they were a baby. What are the main differences?	Trip to Plymouth National Marine Aquarium during the coach journey follow a map of local landmarks.
Role Play	Home Corner enhancements of family photos	Dark tent - Planetarium	Base Station	Garden Centre	Observation centre for life cycle changes	Travel Agents
Key Literacy Texts	  	      	    	  		

<p>Helicopter Story Writing Development</p>	<p>Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.</p>	<p>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>	<p>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.</p>	<p>More phonetically correct words are written by child along with common words, e.g. 'the' and known red words. Can use a phonic mat or word bank to support. Adult writes any unknown words.</p>	<p>Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.</p>	<p>Child confident to write a simple short story. May still need a RWI mat to support.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
<p>Key Concepts</p> <p>PSHE</p> <p>(PSED –making relationships, sense of self, understanding emotions)</p>	<p>Children develop their understanding of P.S.H.E from the onset, not only through their everyday learning, but through carefully planned PSHE, independent and guided learning opportunities. Children are encouraged and supported to follow our School Values which underpin the curriculum. Throughout their time in the early years, children have the opportunity to consider their own views and opinions as they are encouraged to consider those of others, for example in Term 1 when they look closely at their own and each other's' families. We share the story 'The Dot', by Peter H Reynolds and celebrate 'International Dot Day', a holiday in which people of all ages are encouraged to harness their own creativity and embrace their own confidence as they make their mark on the world. Through their PE sessions they begin to understand about the importance of physical health and in Term 6, they learn about eating healthy as an important factor in their own growth and development. Each and every lesson is designed by the nature of its delivery, to support children to strengthen their relationships, self-awareness, self-confidence and develop skills in managing their own feelings and behaviour, making them more mindful of the feelings of their peers.</p>					
<p>Key Concepts</p> <p>Science</p> <p>(Understanding the World – The World)</p>	<p>Throughout their Reception year, children are exposed to core scientific principles, they are encouraged to question the world around them and talk about the observations they make. Daily, the children create their own play dough and explore with many different mess play experiences, knowing the changes and consistencies that are needed to make the perfect product is a process that the children can articulate, modify and perfect. In Term 1 during their 'Who am I?' topic, they look closely at their own features, they learn about their body and the amazing things it can do. During Term 2, as part of their 'Blast Off' topic, they make creators on the surface of the Moon with flour, introducing them to the principle of simple tests. They learn about and are encouraged to ask questions about the Moon, the Planets and stars as they become astronauts in their own space station. In term 4 the children become young Botanists when they grow plants from a seed. In Term 5 the children become biologists as they classify different animals as part of their 'Amazing Animals' topic and they develop their observational skills as they closely watch butterflies develop from larvae into fully-grown butterflies. Finally, in term 6, they become pirates and explore the science of floating and sinking as they make boats with different materials.</p>					
<p>Key Concepts</p> <p>History</p> <p>(Understanding the world – People and communities)</p>	<p>Children in our Reception classes begin to learn the concept of history as they develop an awareness of past events in their own lives. In Term 1 during their 'Who am I?' topic, they remember special events such as their birthdays and other family events. The children are encouraged to talk about members of their immediate family and their relationship to them. In Term 2 as part of their 'Blast Off' topic, they learn about significant figures in history such as Neil Armstrong and watch historic videos of the moon landings. Throughout Terms 4 and 5, children are introduced to the concept of a timeline as look closely at how things change over time including, plants, animals and the chronology of their own lives when they look closely at how they have changed since they were born. As the children near the end of their time in Foundation, there are many opportunities for reflection. The children become aware of the changes that they have gone through over the course of their time in school and how they have changed since they were a baby. Children are introduced to a range of stories which promote discussions such as how clothes and toys have changed over time. Children talk to the older generation to find out about what it was like when they were a child.</p>					

<p>Key Concepts</p> <p>Geography</p> <p>(Understanding the world - The World)</p>	<p>Children in our Reception classes begin to develop their geographical understanding and vocabulary through topics, where they learn that there is a world beyond their own doorstep. Through stories, role-play, research and small -world play they begin to understand that there are other countries in the world, developing an early concept of biodiversity. In term 1 when we learn about our families, the children learn about where they live and begin to look at the features of their own house and their road name. We locate our school and their homes using GoogleEarth. In term 2 the children discover that where they live, in Plymouth is part of the wider world. Locating Rocket launch sites in different countries using Google Earth and atlases and talking about how they could travel and talking about different forms of transport for travelling is a key learning process. During their ‘Where in the world?’ topic, pupils learn about the Polar regions, its weather, native animals and habitats. They begin to develop other geographical skills such as mapping and fieldwork, during their ‘Let’s go on an Adventure’ topic where they create their own maps to locate treasure. In term 6 the foundation children follow a map of key landmarks when on a coach trip to the location of their school trip. First- hand experiences and learning outside in the natural environment help them to learn about the importance of caring for our planet and lays the foundations for developing an understanding of physical and human geographical features of the world. Our weekly Forest School sessions encompass this learning and ensure that the children’s geographical knowledge of changing seasons, habitats and weather is secure.</p>					
<p>Forest School</p> <p>(Understanding the world - The World)</p>	<p>The process of Forest School helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them. Forest School therefore, helps participants to become, healthy, resilient, creative and independent learners. The children learn how to respect their outdoor learning environment. Children can be taught to respect tools and use them safely and responsibly just like with other equipment in the classroom. At our Forest School site, we use a range of tools. We use knives to whittle; loppers to collect wood for crafts; saws to shorten larger pieces of wood; drills to make holes; hammers to print leaves and hammer nails to connect things together an axe to chop fire wood and a dragons sneeze to create a spark to light the fire.</p>					
<p>Key Concepts</p> <p>RE</p> <p>(Understanding the world - People and Communities)</p>	<p>Children in our Reception classes are prepared for future R.E. learning throughout their everyday curriculum. As they learn alongside each other, they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions, articulate their ideas and listen to others’ opinions and beliefs in a respectful manner. For example, in Term 1 during their ‘Who am I?’ topic, children discuss their families and special events in their lives; they share how they celebrate events and begin to understand that there are differences between the way in which families live. They look at what makes them unique and what makes their friends just as unique. In term 2, the children are fortunate to have a visit from a Hindi Faith Speaker, sharing knowledge of the most popular Hindu festival, Diwali. This enables the children to begin to develop their knowledge of different faiths to their own. At Easter, we visit our local Church where the Vicar explains why Easter is special to Christians and the children are able to explore the different features of a church. This supports the learning in term 5 where different places that are special to different faiths are learned about.</p>					
	Being Special. Where do we belong?	Why is Christmas is special to Christians	Why is the word God so important to Christians?	Why is Easter is special to Christians	What places are special and why?	Which stories are special and why? (storytimes)
<p>Key Concepts</p> <p>Music</p> <p>(Expressive art and design- Being Imaginative and Expressive)</p>	<p>Children in in Reception develop knowledge of sound, songs, music and instruments from the very beginning of the year and throughout their time in Reception. They have continual access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. For example, the use of musical instruments in Maths lessons supports children’s understanding of pattern. In addition to this, children in Reception have weekly singing assemblies where they learn to perform a mixture of modern and traditional songs. Children are also introduced to the concept of rhythm and beats during their music sessions. Performing a mix of poetry, song, dance and expressing their imagination through their Christmas show to parents and the Elburton community encompasses their new skills. Their knowledge of music and the experiences on offer throughout their Reception year, provides children with the confidence and knowledge to begin the next stage of their education in KS1</p>					

<p>Key Concepts</p> <p>Art</p> <p>(Expressive art and design - Creating with materials. Being Imaginative and Expressive)</p>	<p>Children in our Reception classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged not only to express themselves freely by exploring and creating with variety of materials, tools and techniques. They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely. For example, during the children's settling in sessions in the term before starting school, collaboratively they create a large process art canvas. The children are encouraged to print, paint, collage, draw and transfer together, exploring many different art techniques and mediums also begin to explore the techniques used by Jackson Pollack. In Term 1 as part of their 'Who am I?' topic children learn look at their faces and create a self-portrait. They are also encouraged to paint in the style of great artists such as Kandinsky when they paint using 2d shape as the stimulus. In Term 2 they learn how to correctly use watercolours, pastels and chalks as they paint Planets and Space scenes. In term 3, pastels are explored when creating art in the style of Yves Klein. In term 6 whilst looking at the sea the children are introduced to the style of painting from Hokusai and Renoir and their wave scenes. Continually in the Foundation learning environment there are natural objects that the children are encouraged to closely observe and represent in a medium of their choice. Throughout Forest School sessions, children are encouraged to create observational drawings, paintings, sculptures and use natural materials to create artwork in the style of Andy Goldsworthy.</p>					
<p>Key Concepts</p> <p>DT</p> <p>(Expressive art and design - Creating with materials)</p>	<p>Children in our Reception classes begin to develop their understanding of Design and Technology from the very beginning. Through the safe use of scissors, paintbrushes, playdough modelling tools and construction, children learn 'the best tools for the job'. Throughout the year, children have access to a well resourced creative area where they design and make their own models; it is here they discover the joys of PVA glue compared to a glue stick or masking tape compared to sticky tape. In term 1, the children are given the opportunity to explore their new creative area and begin to experiment with different ways of joining materials. Term 2, allows time for the children to begin to research the different items that astronauts would take to the Moon and then recreate that themselves using recyclable materials. In Term 3 during their 'Where in the World' topic the children will create their own moving animals, selecting the tools they need to join their components together and in Term 5, they design and build homes for bugs, butterflies and other creatures that they discover during their 'Amazing Changes' topic. In Term 6 the children design boats for Pirates and are encouraged to articulate a rationale for their designs. Throughout the year, daily Plan, Do and Review sessions where children plan and critically evaluate their ideas, help to develop the essential critical thinking skills that are required for later success in their Design and Technology learning.</p>					
<p>Key Concepts</p> <p>Computing</p> <p>(Understanding the world – Technology)</p>	<p>Children in our Reception classes learn to use technology in a responsible, competent, and confident manner on a day-to-day basis during their independent learning through the use of Bee-Bots and learnpads. However, it is in Term 3 where their developing knowledge of computing is brought to life especially through their topic 'Where in the World?'. Here children will learn about early programming and algorithms as they program Bee-Bots around Antarctic ice shelves and understand the purposes of exploring equipment such as thermals and snow shoes. They will begin to think logically about the equipment needed to become a real life explorer, as well as exploring how video and photographic footage is available for us to look at. Throughout the year, children will begin to understand the scope of technology; for example when they use Google Earth to look at a view from space as part of their 'Let's go on an adventure' topic. The planned experiences and opportunities that the children encounter provide with them with firm foundations to build upon their knowledge and develop digital literacy for future learning.</p>					
<p>Maths</p> <p>(Maths – Numbers and Numerical Patterns)</p>	<p>Opportunities for settling in, introducing the areas of provision, getting to know the children. Key times of day, class routines.</p> <p>Just Like Me! Match and Sort Compare Amounts</p>	<p>It's Me 1 2 3! Representing 1, 2 and 3 Comparing 1, 2, 3 Composition of 1, 2, 3</p> <p>Circles and Triangles Positional Language</p> <p>Light and Dark Representing numbers to 5</p>	<p>Alive in 5! Introducing Zero Comparing numbers to 5 Composition of 4 and 5</p> <p>Compare Mass Compare Capacity</p> <p>Growing 6, 7, 8 6, 7,8 Comparing 2 amounts</p>	<p>Building 9 and 10 Counting to 9 and 10 Comparing numbers to 10 Bonds to 10</p> <p>3d shapes Patterns</p> <p>Consolidation</p>	<p>To 20 and Beyond Building numbers beyond 10 Counting patterns beyond 10</p> <p>Spatial reasoning Match, Rotate, Manipulate</p> <p>First Then Now Adding More Taking Away</p>	<p>Find my Pattern</p> <p>Doubling Sharing and Grouping Even and Odd</p> <p>Spatial Reasoning Visualise and Build</p> <p>On the Move Deepening Understanding Patterns</p>

	Compare Size, Mass and Capacity Exploring Pattern	One More and Less Shapes with 4 sides. Time	Making pairs Length and Height Time		Spatial Reasoning Compose and decompose	and Relationships Spatial Reasoning Mapping
PE (Physical Development – Gross and Fine Motor)	Children are naturally physically active and in our Reception classes, the children continually develop their fundamental movement skills through both their independent learning and weekly taught PE sessions. Carefully planned independent physical challenges, for example, using bikes, skipping ropes and obstacle courses help children to develop skills such as balancing and jumping. The outdoor learning environment provides an excellent space for children to practise these skills so that as they move onto the next phase of their schooling, they are prepared to master them.					
Outdoor	Fundamentals	Fundamentals	Fundamentals	Fundamentals	Fundamentals Tennis	Fundamentals Chance to Shine
Indoor	Gymnastics	Gymnastics	Dance	Dance	Fundamentals Athletic Activity (outdoor)	Swimming (outdoor)