

Oasis Academy Don Valley – Curriculum Map – EYFS Reception 2018-2019

EYFS	Half Term 1 5/9/18-26/10/18 7 weeks 3 days Secondary opening INSPIRE WEEK	Half Term 2 5/11/18-21/12/18 7 weeks	Half Term 3 8/1/19-15/2/19 6 weeks	Half Term 4 25/2/19-30/3/19 5 weeks World Book Day 7 th March (curriculum week 4-8 th March) British science week 11-15 th March	Half Term 5 15/4/19-24/5/19 6 weeks (3 full weeks)	Half Term 6 4/6/19-24/7/19 7 weeks 2 days
Whole Academy Theme	Once upon a time ... Literacy	Celebrating difference RE/PSE/UTW/Literacy	Horrible History Literacy/UTW	Inventors UTW/Literacy	Going on a journey	Living things- animals and healthy me
Projects	T4W – create innovated story	What job would you like? How are you different to others?	Knights and Princesses	Food inventors – chocolate Cadbury’s – melting	Where will we go? How will we get there?	How can we be healthy?
‘Hook’ – first-hand experience	Van and library visit Bake bread Walk to School Week	Start with celebrating Diwali/Bonfire Night Celebrate different jobs / include religious figures/ Father Christmas/ radiographer/ nurse / dentist PC Matt Berry Cathedral visit	Royal Armouries / knight visitor	Melting chocolate- science (see HoS in secondary) Charlie and the Chocolate Factory Shop visit – Bassetts/Morrisons	Transport Museum? Transport – Mayor’s car Different uses of transport Bus/tram/train journey	Chickens / Farm visit Switch Zoo online
Parental engagement event/session/exhibition	Challenge checker with parents / Little Library Van	Bring and share food – celebrating different foods	Crown making / sword/ shielding making	Bring in a book to share – curriculum week	Share languages that they know and where they have visited	Edible garden/healthy eating/ exercise class
Curious Questions	What happened in the story? What is your favourite story? Who is the good character? Who is the bad character? What happens at the end of the story? What do you think will happen?	Who will help you if.....(you are poorly etc...?) How are you different to someone else? What do you celebrate that someone else might not?	What values would Knights/Princesses use? Why would you make a good knight/princess? Why do you think knights and princesses are important?	What would you like to invent? What invention do you think is the greatest? Explain why you think.....is the greatest invention	How will you get to.....? Where have you visited? Where would you like to visit? How did you get to.....?	What do you need to be healthy? What is a baby.....called? How can we look after animals?
Key Text and resources to support	Little Red Hen We’re going on a bear hunt – link to walk to school week Fairy tale mix up story <i>Recap</i>	Whoever you are – Mem Fox Christmas story - looking at how different cultures might celebrate Christmas including Christianity	Room on the Broom Princess and the Pea Dragon Stew Shrek How to train a dragon	Non-fiction – chocolate book Recipe books The magic porridge pot Oliver’s Milkshake Hansel and Gretel	Books from around the world – A Lion In Paris We’re going on a lion hunt Handa’s surprise Are we there yet? Alison Lester	Odd Egg Zoomer’s Handbook Oliver’s Vegetables

		Gingerbread Man Goldilocks 3 little pigs			Charlie and the Chocolate Factory Silly recipe book – see EDeS		
PSHE – Jigsaw Oasis Ethos	Being me in my world <i>September – Who am I? October – Who am I becoming?</i>	Celebrating difference <i>November – Being hopeful December – Being joyful</i> <i>‘A Passion to include everyone’</i> Being Welcoming Team Work Including everyone	Dreams and goals <i>January – Being patient and preserving February – Compassionate</i> <i>‘A desire to treat people equally respecting differences’</i> I am unique Likes and dislikes Respecting differences	Healthy Me <i>March – Forgiving April – Considerate</i> <i>‘A Commitment to healthy open relationships’</i> Being Kind What to do when feeling sad angry of saying sorry Being Friends Friend contract	Relationships <i>May – self control</i> <i>‘A deep sense that things can be changed and be transformed’</i> Setting Targets Aspirations Change Friend contract	Changing me <i>June – Humble/humility July Honesty</i> <i>‘A sense of perseverance to keep going for the long haul’</i> Being Patient Learning from our mistakes and saying sorry Keep Learning	
Safeguarding	Positive and negative touches – who to tell			Hygiene – handwashing, toothbrushing		Changing Me	
Prime areas of learning	Communication and language	ELG 1	Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.				
		ELG 2	Understanding: Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.				
		ELG 3	Speaking: Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.				
	Physical development	ELG 4	Moving and handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.				
		ELG 5	Health and self-care: Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.				
	Personal, social and emotional development	ELG 6	Self-confidence and self-awareness: Children are confident to try new activities and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need help.				
		ELG 7	Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.				
		ELG 8	Making relationships: Children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.				
Specific areas of learning	Literacy development	ELG 9	Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.				
		ELG 10	Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.				
	Mathematics development	ELG 11	Numbers: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.				
						Playing and exploring – engagement Finding out and exploring is concerned with the child’s open-ended hands-on experiences which result from innate curiosity and provide raw sensory material from which the child builds concepts, tests ideas and finds out. Using what they know in their play describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking. Being willing to have a go refers to the child finding an interest, initiating activities, seeking challenge, having a ‘can do’ orientation, being willing to take a risk in new experiences, and developing the view of failures as opportunities to learn. Active learning – motivation Being involved and concentrating describes the intensity of attention that arises from children concentrating on following a line of interest in their activities. Keeping on trying refers to the importance of persistence even in the face of challenge or difficulties, an element of purposeful control which supports resilience.	

	ELG 12	Shape, space and measures: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.					Enjoying achieving what they set out to do refers to the reward of meeting one's own goals, building on the intrinsic motivation which supports long-term success, rather than relying on the approval of others.
Understanding the world	ELG 13	People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.					<u>Creating and thinking critically – thinking</u> Having their own ideas covers the critical area of creativity - generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these. Using what they already know to learn new things refers to the way in which children develop and link concepts, find meaning in sequence, cause and effect and in the intentions of others through both narrative and scientific modes of thought. Choosing ways to do things and finding new ways involves approaching goal-directed activity in organised ways making choices and decisions about how to approach tasks, planning and monitoring what to do and being able to change strategies.
	ELG 14	The world: Children know about similarities and differences in relation to places objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.					
	ELG 15	Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.					
Expressive arts and design	ELG 16	Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.					
	ELG 17	Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent the own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.					
Understanding the World Festivals and celebrations	Jeans for genes – 21/9 Sukkot 23/9 International Day of Peace – 21/9 Black History Month – Oct World Teachers Day 5/10 Walk to school day 10/10 World food day 16/10 Anti-slavery day 18/10 Halloween – 31/10 Birthday of Guru Nanak – 3/11	Bonfire Night – 5/11 Diwali – 7/11 Remembrance Day – 11/11 Anti-bullying week 12/11-16/11 Road safety week – 19/11-23/11 Universal children's Day 20/11 Prophet Muhammad's birthday –21/11 St. Andrew's day 30/11 Hanukkah – 2/12-10/12 Human rights day 10/12 Christmas - December	New Year's Day – 1/1 Martin Luther King Day – 21/1 Burns night 25/1 Holocaust memorial day – 27/1 Chinese New Year – 5/2 Internet safety day – 5/2 Charles Darwin Day 12/2 Valentine's Day – 14/2	Women's history month - Mar St David's Day – 1/3 Shrove Tuesday – 5/3 World book day 7/3 International women's day – 8/3 St Patricks day – 17/3 Holi 20/21/3 World poetry day – 21/3 Mother's Day – 31/3 Easter – March/April	World Health day – 7/4 Vaisakhi – 14/4 Earth Day – 22/4 Passover – 20-26/4 Queen's birthday 21 st April Shakespeare's birthday – 23/4 St Georges day – 23/4 Ramadan begins– 6/5-4/6 VE Day – 8/5 International day against homophobia 17/5	Eid-al-Fitr – 4/6 Father's Day – 16/6 World environment day – 6/6 Anniversary of D-day – 6/6 World Refugees day – 20/6	
Whole Academy events	Parent talk Parents evening	Christmas Production Theatre visit Christmas Dinner Children in Need	Chinese new year	Mother's day tea World Book day Sports relief	St Georges day Sheffield Book awards	Sheffield Book awards continued Father's day tea Summer celebration - TBC Sport day	