
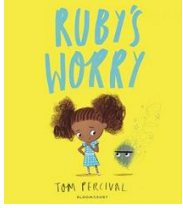
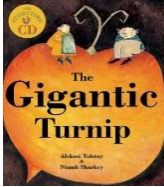
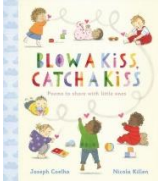
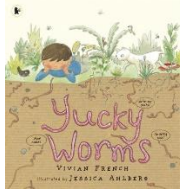
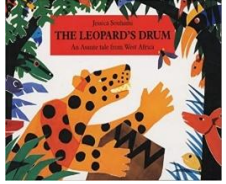


RECEPTION POWER OF READING CURRICULUM MAP

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Reception	<p>'On Sudden Hill' Linda Sarah, Benji Davies</p> 	<p>'Ruby's Worry' Tom Percival</p> 	<p>'The Gigantic Turnip' Aleksei Tolstoy, Niamh Sharkey</p> 	<p>'Blow a Kiss, Catch a Kiss' Joseph Coelho, Nicola Killen</p> 	<p>'Yucky Worms' Vivian French, Jessica Ahlberg</p> 	<p>'Leopard's Drum' Jessica Souhami</p> 
Human Theme	Managing change	Managing emotions	Playing and working co-operatively	Making sense of feelings and experiences	Respecting nature	Working together
Literary Form	Picture book to develop stamina	Picture book	Traditional Tale	Poetry Collection	Non-fiction	Traditional Tale
EYFS 2023 Cross-curricular links	<p>PSED: Identify as a valuable individual; build constructive and respectful relationships; show resilience and perseverance in face of challenge; identify and moderate own feelings socially and emotionally; consider perspective of others; manage own needs.</p> <p>UW: Explore how things work; talk about different forces they feel in box play; explore differences in materials and changes they notice; describe what is seen, heard and felt whilst outside.</p> <p>EAD: Create loose-part constructions and represent ideas collaboratively, sharing resources, ideas and skills; develop pretend box play storylines.</p> <p>Maths: Compose and decompose shapes to recognise a shape can have other shapes within it; length, weight & capacity.</p>	<p>PSED: Show more confidence in new social situations; talk about feelings; show resilience and perseverance in face of challenge; identify and moderate own feelings socially and emotionally.</p> <p>UW: Talk about members of their immediate family and community; compare and contrast story characters; describe what they see hear and feel whilst in the local environment; recognise similarities and differences.</p> <p>EAD: Show different emotions in drawings and paintings; respond to what is heard, expressing thoughts and feelings; explore, use and refine variety of artistic effects to express ideas and feelings</p> <p>Maths: Count and subitise; understand the relationship between consecutive numbers.</p>	<p>PSED: Develop sense of community and membership of a community; help find solutions and suggest other ideas.</p> <p>UW: plant seeds and care for growing plants; understand key features of the life cycle; explore and talk about different forces they feel; talk about observations.</p> <p>Maths: 1:1 correspondence in order; apply the cardinal principle; link numerals to amounts; symbols, marks and numerals; compare quantities, size, length & weight.</p> <p>EAD: Take part in pretend play using representative objects; explore colour & mixing in drawing and painting plants, fruits and vegetables.</p>	<p>PSED: Develop a sense of membership to a community; show more confidence in new social situations; talk about feelings; begin to understand how others might be feeling.</p> <p>UW: Begin to make sense of own life-story and family's history; continue to develop positive attitudes about differences between people.</p> <p>EAD: Show different emotions in drawings and paintings; respond to what is heard, expressing thoughts and feelings; play instruments with increasing control to express their feelings and ideas.</p> <p>Maths: Continue, copy and create repeating patterns.</p>	<p>PSED: Express feelings and consider feelings of others; identify and moderate own feelings socially and emotionally; think about perspective of others.</p> <p>UW: Explore the natural world around them; describe what is seen, heard and felt whilst outside, recording in a nature journal; understand the effect of changing seasons on the natural world.</p> <p>EAD: Explore, use and refine variety of artistic effects to express ideas and feelings; create collaboratively, sharing resources, ideas and skills.</p> <p>Maths: Count beyond ten; subitise; link number symbol with cardinal number of worms; length, width and capacity of garden wildlife and plants.</p>	<p>PSED: Select and use resources with help to achieve a goal; build constructive and respectful relationships.</p> <p>UW: Know that there are different countries in the world and talk about the differences; recognise story environments as different to the one in which they live.</p> <p>EAD: Remember and sing entire songs, attending to pitch and melodic shape; create own songs or improvise on a familiar tune; develop storylines in play, drawing on traditional tales.</p> <p>Maths: Count beyond ten; subitise; solve real-word mathematical problems with numbers up to 5; select, rotate and manipulate shapes, recognise a shape can have other shapes within it.</p>

RECEPTION POWER OF READING CURRICULUM MAP

<p>Reading and Phonics: Experience, Knowledge, Skills and Strategies</p>	<p>Experience stories that build stamina Close reading of illustration Relate fictional and personal experiences Develop inference and deduction Visualisation and prediction Describe events in detail Rhythm and rhyme of refrains Look at language impact Basic code and consonant clusters Blend and segment polysyllabic words Read simple phrases and sentences with decodable words / known exception words Build fluency - performance reading</p>	<p>Experience stories that build stamina Close reading of illustration Relate fictional and personal experiences Develop inference and deduction Visualisation and prediction Describe events in detail Rhythm and rhyme of refrains Look at language impact Basic code and consonant clusters Blend and segment polysyllabic words Read simple phrases and sentences with decodable words / known exception words Build fluency - performance reading</p>	<p>Listen to longer stories with enjoyment and recall key events; Develop simple inference and offer opinion Understand key print concepts – page sequencing; directionality. Develop phonological awareness – syllabification in animal names and refrains; recognise words with same initial sound. Engage in extended conversations about stories, learning new vocabulary</p>	<p>Listen to poetry with enjoyment. Engage in extended conversations about poems, learning new vocabulary. Develop simple inference and offer opinion Understand key print concepts – print has meaning; print can have different purposes; directionality. Develop phonological awareness – spot and suggest rhymes; count / clap syllables in words; recognise alliteration Basic code and consonant clusters Blend and segment decodable words Build fluency through performance reading Reading own writing</p>	<p>Listen to and talk about non-fiction Linking text and illustration Words as tags Scan for information Ask questions check understanding Rhythm and rhyme - worm songs Onset and rime Basic code and consonant clusters Blend and segment polysyllabic words Explore subject specific vocabulary Build fluency through re-reading Read own writing</p>	<p>Listen to and talk about traditional tales Read illustration Ask questions to check understanding Develop inference and deduction Visualise and predict Retell a familiar story & describe events Explore and discriminate sounds Read own mark-making / writing Build fluency through performance reading Basic code and consonant clusters Blend and segment decodable words Read simple phrases and sentences with decodable words / known exceptions</p>
<p>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</p>	<p>Narrative voice Past tense consistency Subordinate and coordinating clauses (including fronted adverbials) Dialogue Debate and discussion Persuasive voice - modal verbs Patterned, prosodic language Figurative language Comparatives and superlatives Punctuation for effect</p>	<p>Narrative voice Past tense consistency and conjunctions Subordinate and coordinating clauses (including fronted adverbials) Dialogue Debate and discussion Persuasive voice - modal verbs Figurative language Word collections: colloquial / family language Irregular past tense and plurals – grew Apostrophe for possession</p>	<p>Use wider vocabulary from traditional tale. Learn / use new vocabulary through the day. Ask questions to find out more and connect ideas with support. Increase accuracy of irregular past tenses and plurals: mice, fell, grew. Enunciate sounds: r,j, th, ch, sh Use longer sentences of four to six words. Express point of view and debate. Use talk to organise themselves and play. Retell the story, some as exact repetition and some in own words.</p>	<p>Use wider vocabulary from poetry. Ask questions to make connections Enunciate sounds: r,j, th, ch, sh Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Expressive and figurative language Language and word play Phonemic knowledge - syllabification Assonance and alliteration Spelling patterns - onset and rime Punctuation for effect</p>	<p>Explanatory and narrative text Change of voice, tone and register Technical, subject specific vocabulary Articulate ideas into sentences Prepositional phrases Labels, lists and captions Debate and discussion Instructional voice - commands Persuasive voice - modal verbs Comparatives and superlatives Punctuation for effect</p>	<p>Traditional tale voice Use longer sentences to articulate ideas Past tense consistency and accuracy Dialogue in first person, present tense Expanded noun phrases Prepositional phrases Sequencing, conjunctions and adverbials Comparatives and superlatives Exclamations and commands Persuasive voice - modal verbs Accuracy with irregular past tenses and plurals: thought, went, found</p>
<p>Physical Development</p>	<p>Large-scale box play, obstacle courses; kite flying; hill climbing Fastenings, sorting and picking materials from a group; collage and decorative techniques.</p>	<p>Engage in active play, moving bodies in different ways Make pom-pom worries and a set of worry dolls</p>	<p>Pushing and pulling in the setting. Push tyres, pull carts etc. Move like the animals in the story, including with appropriate apparatus.</p>	<p>Engage in dance and large gross motor movements, practising moving their bodies in expressive ways.</p>	<p>Moving like worms over, under and through the 'ground' as well as other animals observed closely. Finger songs and rhymes</p>	<p>Squeezing objects or bodies into spaces; rolling, pushing and pulling. Handling percussion beaters with control.</p>

RECEPTION POWER OF READING CURRICULUM MAP

<p>Extended Writing Outcome</p>	<p>Creative Writing through Box Play Writing in Role</p>	<p>Personal narrative Letter of advice</p>	<p>Plant growth log Picture book retelling of familiar tale</p>	<p>Personal narrative Poetry in a range of forms</p>	<p>Range of information texts including instructions and fact-files</p>	<p>Story mapping of a traditional tale Retelling a story scene (in role)</p>
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