



# Kew Woods Primary School

## Breadth Map - Early Years Foundation Stage

### Foundation Stage 2 (Reception)

<b>Early Years Learning and Development Principles</b>	<p>Every child is a unique child who is constantly learning and can be resilient, capable, confident and self assured. Observing, and joining in with play, and talking and chatting together, will support practitioners to understand the children's interests; what they can do and any difficulties they may have. Furthermore, practitioners should provide a rich and varied curriculum that builds on children's experiences and cultures including:</p> <ul style="list-style-type: none"> <li>-Understand and observe each child's development and learning, assess progress, plan for next steps.</li> <li>-Support babies and children to develop a positive sense of their own identity and culture.</li> <li>-Identify any need for additional support</li> <li>-Keep children safe</li> <li>-Value and respect all children and families equally.</li> <li>-Teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.</li> <li>-Fostering the characteristics of effective early learning; Playing and exploring, Active learning, Creative and thinking critical</li> </ul>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>High Quality Texts</b>	<p><b>Fiction -</b> Good Knight, Sleep Tight Cinderella The Queen's Knickers The Royal Nappy <b>Non-Fiction -</b> Castles The Royal Family <b>Poetry &amp; Rhyme -</b> If you're happy and you know it... The Grand Old Duke of York... Heads, shoulders, knees and toes...</p>	<p><b>Fiction -</b> Little Red Hen Pumpkin Soup The Gruffalo Stick Man Nativity Story <b>Non-Fiction -</b> Recipe books <b>Poetry &amp; Rhyme -</b> Hickety, pickety my red hen... Old McDonald had a farm... Autumn leaves are falling down... Five current buns in the bakers shop... The twelve days of Christmas.</p>	<p><b>Fiction -</b> Beegu Q Pootle 5 Aliens Love Underpants Baby Brains Whatever Next Clever Sticks <b>Non-Fiction -</b> Planets Our Solar System The Moon <b>Poetry &amp; Rhyme -</b> Twinkle twinkle, little star. Five little men in a flying saucer...</p>	<p><b>Fiction -</b> Jack and the Beanstalk Jaspers Beanstalk Olivers Vegetables Supertato <b>Non-Fiction -</b> Bean Diary I wonder why... Bugs <b>Poetry &amp; Rhyme -</b> One potato, two potato... The Giants Accident. One man went to mow...</p>	<p><b>Fiction -</b> Dear Zoo Superworm Scarecrow's Wedding Meerkat Mail <b>Non-Fiction -</b> Animas How to care for your pet. Facts about animals, <b>Poetry &amp; Rhyme -</b> Five little Monkeys Jumping on the bed... The Animals went in two by two.... We went to the animal fair...</p>	<p><b>Fiction -</b> Naughty Bus The Three Little Pigs The Three Bears Little Red Riding Hood <b>Non-Fiction -</b> Travel guides Travel brochures Ships Cars Aeroplanes <b>Poetry &amp; Rhyme -</b> One, two, three, four, five, once I caught a fish.. The Wheels on the Bus... The big ship sails on the ally ally oh...</p>
<b>Theme - Festivals, events &amp; occasions</b>	<p><b>Turrets and Tiaras</b> Birthday - Now you are 4, starting school. Black History Dussehra Festival</p>	<p><b>If you go down to the woods...</b> Harvest Halloween Remembrance Day Bonfire night Anti-bullying week</p>	<p><b>The Blackest hole in space...</b> Epiphany Burns Night Chinese New Year Safer Internet Day Valentine's Day</p>	<p><b>Green Fingers</b> Shrove Tuesday St David's Day World Book Day Holi Festival of Colour Sports Relief Mother's Day</p>	<p><b>Amazing Animals</b> St George's Day Ramadan Vesak Festival VISIT FROM A VET</p>	<p><b>Holidays and Journeys / Traditional Tales</b> Eid D-Day Father's Day Wimbledon</p>



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		Diwali Hanukkah St Andrew's Day Christmas New Year		St Patrick's Day Easter		Independence Day Transition to Year 1 COMMUNITY WALK TO THE POST OFFICE TO POST POSTCARD TO THEMSELVES
Area of learning	Autumn Term		Spring Term		Summer Term	
<b>Personal, Social and Emotional</b>	<p><b>Self Confidence and awareness:</b> Speaking to new friends and adults. Welcome assembly.</p> <p><b>Feelings and Behaviour:</b> School rules and boundaries set. Making someone feel safe - Good Knight, sleep tight. Telling the truth - Cinderella</p> <p><b>Making Relationships:</b> Family worker introduction - feel a sense of belonging</p>	<p><b>Self Confidence and awareness:</b> Valuing praise. Talk about something they are good at. Staying safe - Winter -Gruffalo/Stick Man Looks - similarities and differences - Gruffalo Firework safety</p> <p><b>Feelings and Behaviour:</b> Solving disagreements. Understanding others feelings. Caring for others - during winter how can we help animals. Telling lies - Mouse lies in the Gruffalo, is this right?</p> <p><b>Making Relationships:</b> Reduce the level of support - encourage asking people for help. Resolve conflict whenever possible.</p>	<p><b>Self Confidence and awareness:</b> Trying something new. Looking after an alien friend. Welcoming new 'beings' to our school - Beegu.</p> <p><b>Feelings and Behaviour:</b> Having a 'can do' approach. Feelings of others.</p> <p><b>Making Relationships:</b> Encourage one another. Welcoming praise from others.</p>	<p><b>Self Confidence and awareness:</b> Taking ownership of own learning. Understanding personal hygiene and the importance of washing hands. Being confident around visitors. Confident in talking about the activities - evaluating their morning/day. Caring for their environment - minibeasts, plants</p> <p><b>Feelings and Behaviour</b> Caring for their environment - minibeasts, plants Sharing feelings and trying to resolve conflict whenever possible without intervention of an adult.</p> <p><b>Making Relationships</b> Ensuring everyone has equal turns. Encourage problem solving if not enough.</p>	<p><b>Self Confidence and awareness</b> Encouraging a 'can do' attitude. To take on a role or responsibility as helpers - wellie tidier, classroom tidier etc Look at growth and how we become more independent.</p> <p><b>Feelings and Behaviour</b> Listen to, respond to and discuss stories that explore different emotions or experiences that the children may connect with. How do we care for animals.</p> <p><b>Making Relationships</b> Play cooperatively with peers.</p>	<p><b>Self Confidence and awareness</b> Choosing resources for a purpose. Transport we use - safety when travelling - seatbelts, crossing the road, talking to strangers. Water and sun safety. Discussion about a personal journey or experience. Sharing what they have achieved - then and now (transition work to Y1)</p> <p><b>Feelings and Behaviour:</b> Talk about consideration of others on public transport. Feelings of moving on - transition to Y1. Introduce the Worry Monster.</p> <p><b>Making Relationships:</b> Being sensitive to others.</p>



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<p><b>Communication and Language</b></p>	<p><b>Speaking:</b> Family worker - small group discussion Talk about their family. Who they live with. <b>Listening:</b> Listening to others - family worker groups Establishing class rules and boundaries. <b>Understanding:</b> Responding to instructions - Family worker times.</p>	<p><b>Speaking:</b> Learning Selfies - talking about own experiences. Explore tenses - Family worker - what would you like to do? What did you do yesterday? What are you doing? Nativity performance and rehearsal. <b>Listening:</b> Listen to stories. Listen to one another. Family Worker - listen and take turns to speak. Listening to others during Nativity rehearsals and performances. <b>Understanding:</b> Understanding humour, nonsense rhymes and jokes.</p>	<p><b>Speaking:</b> Talk about how it would feel to be in space. Discuss moonscapes by Roy Lichtenstein. Interviewing adults - what did they see/hear when the crash happened. <b>Listening:</b> Listen to stories. Listen to one another. Family Worker - listen and take turns to speak. <b>Understanding:</b> Following a story without props.</p>	<p><b>Speaking:</b> Sequencing their own ideas. Expressing their own feelings and thoughts - tasting beans. <b>Listening:</b> Listening to instructions and completing task. <b>Understanding:</b> Following instructions - plant a seed/bean.</p>	<p><b>Speaking:</b> Providing their own opinion - favourite animal. Following and responding to instruction. <b>Listening:</b> Listening to environmental noises. Concentrating and responding to what they have heard. <b>Understanding:</b> Making comments and question what they have heard and seen - investigating animal environment</p>	<p><b>Speaking</b> Talking about why things happen and how things work. Show care and concern for living things. <b>Listening</b> Listening whilst engaged in an activity. <b>Understanding:</b> Talking about why things happen and how things work. Show care and concern for living things.</p>
<p><b>Physical Development</b></p>	<p><b>Moving and handling</b> Continuous physical provision for gross and fine motor skills Dance focus in PE - The grand old Duke of York, Head Shoulders... Letter formation. Squiggle While you wiggle. Dough Disco Scissor skills <b>Health and Self care:</b> Scissor safety Toilet routine / hand hygiene Looking after self.</p>	<p><b>Moving and handling:</b> Continuous physical provision for gross and fine motor skills Dance focus in PE - Movement to music - Nativity dance Letter formation <b>Health and Self care:</b> Beginning to recognise danger and seek support. Keeping safe - firework safety.</p>	<p><b>Moving and handling:</b> Continuous physical provision for gross and fine motor skills Writing on the line Walking line an astronaut. Gymnastic focus in PE <b>Health and Self care:</b> Managing risk - rocket building/safety when creating. How do astronauts keep fit in space? Names of the body - comparison to naming alien bodies.</p>	<p><b>Moving and handling</b> Continuous physical provision for gross and fine motor skills Writing on the line Gymnastic focus in PE <b>Health and Self care:</b> Healthy eating - farm to fork How our bodies work.</p>	<p><b>Moving and handling</b> Continuous physical provision for gross and fine motor skills Games Skills focus in PE - turn taking, ball skills, rolling, receiving and travelling, throwing and catching preparation. Handwriting - orientation on the page. <b>Health and Self care:</b> Independence - changing, selection activity and resources needed.</p>	<p><b>Moving and handling</b> Continuous physical provision for gross and fine motor skills Athletics focus in PE - running, hopping, jumping. Handwriting - orientation on the page. Sports day <b>Health and Self care:</b> Organisation of belongings / preparing for Y1.</p>



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<p><b>Literacy</b></p>	<p><b>Reading:</b> Joining in with repeated phrases, recognising and reading words linked to topic. RWI initial sounds - Set 1</p> <p><b>Writing:</b> Writing their own name. Writing their families names/friends names. Making marks for meaning within the environment.</p>	<p><b>Reading:</b> Becoming familiar with everyday routine. Joining in with repeated phrases, recognising and reading words linked to topic. RWI initial sounds - Set 2</p> <p>Retelling familiar stories - Nativity.</p> <p>Explore stories about Christmas/Winter.</p> <p><b>Writing:</b> Writing own name and labels - labelling presents for Santa. Character description - Gruffalo. Writing lists and Christmas cards.</p>	<p><b>Reading:</b> Reading words and simple captions using phonic knowledge.</p> <p><b>Writing:</b> Letter home from Beegu. Captioning pictures. Lists - shopping lists for party planning.</p>	<p><b>Reading</b> Reading and understanding recipes. Imperative verbs - recipes. Little Miss Bossy.</p> <p><b>Writing:</b> Story sequencing. Alternative endings/alternative problems. Diary entry - My Bean Diary. Lists - ingredients</p>	<p><b>Reading</b> Using rhyme to predict words in rhyming stories - Dear Zoo. Reading simple sentences.</p> <p><b>Writing:</b> What am I..Animal description. Alternative stories. Fact cards - caption and information writing.</p>	<p><b>Reading</b> Reading for meaning - applying phonic knowledge to read and understand a range of texts. Reading every day words.</p> <p><b>Writing:</b> Narrative writing. Traditional tales. Story sequencing. Postcard / message in a bottle. Recounts - Sports Day</p>
<p><b>Mathematics</b></p>	<p><b>Number</b> Number and Place Value - Numbers to 5 Addition and Subtraction - Sorting into groups</p> <p>Number and Place Value - Comparing Groups</p> <p>Addition and Subtraction - Change within 5</p> <p><b>Shape, Space and Measure</b> Geometry - Spatial awareness, Introduction to focus shapes - eg</p>	<p><b>Number</b> Number and Place Value - Numbers to 5 Addition and Subtraction - Sorting into groups</p> <p>Number and Place Value - Comparing Groups</p> <p>Addition and Subtraction - Change within 5</p> <p><b>Shape, Space and Measure</b> Geometry - Spatial awareness, Introduction to focus shapes - eg</p>	<p><b>Number</b> Number and Place Value - Numbers to 10 Addition and Subtraction - Numbers to 10 - representing the focus number in different combinations - (Number bonds)</p> <p>Addition and Subtraction - Addition to 10 - combining two groups to find the whole/ten</p> <p>frames/part-whole model</p> <p>Doubling Pot - Chinese</p>	<p><b>Number</b> Number and Place Value - Numbers to 10 Addition and Subtraction - Numbers to 10 - representing the focus number in different combinations - (Number bonds)</p> <p>Addition and Subtraction - Addition to 10 - combining two groups to find the whole/ten</p> <p>frames/part-whole model</p> <p>Halving - sharing</p>	<p><b>Number</b> Number and Place Value - Numbers to 20 Addition and Subtraction - Counting on and back</p> <p>Multiplication and Division - Numerical patters - doubling, halving and sharing, odds and evens, multiples of 2, 5, 10 songs.</p> <p><b>Shape, Space and Measure:</b></p>	<p><b>Number</b> Number and Place Value - Numbers to 20 Addition and Subtraction - Counting on and back</p> <p>Multiplication and Division - Numerical patters - doubling, halving and sharing, odds and evens, multiples of 2, 5, 10 songs.</p> <p><b>Shape, Space and Measure:</b></p>



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	<p>square focused when teaching 4 etc. Measurement - Time (My day / Cinderella) Money - introduce the focus coin/amount and apply during continuous snack.</p>	<p>square focused when teaching 4 etc. Measurement - Time (Seasons/months of the year) Money - introduce the focus coin/amount and apply during continuous snack.</p>	<p>New Year link - Two of Everything Story. <b>Shape, Space and Measure</b> Geometry - Shape and space - spatial awareness. 2D/3D shapes - applying shape properties Measurement - comparing size - planets Pattern - Alien underpant patterns. Money - introduce the focus coin/amount and apply during continuous snack.</p>	<p>beans/seeds <b>Shape, Space and Measure</b> Geometry - Shape and space - spatial awareness. 2D/3D shapes - applying shape properties Measurement - comparing size - Planting and growing vegetables and flowers - comparing height of beanstalks. Time - days of the week - Jaspers Beanstalk. Money - introduce the focus coin/amount and apply during continuous snack.</p>	<p>Geometry - Measure - comparing weight of animals. Comparing height of animals. Comparing the distance animals can travel. Lifecycles of plants and animals Money - introduce the focus coin/amount and apply during continuous snack.</p>	<p>Geometry - Measure - comparing weight of suit cases/travel bags Comparing height of transport. Comparing distances vehicles can travel. Capacity - comparing volume Money - introduce the focus coin/amount and apply during continuous snack. Time - transition to Y1/months of the year/age/times of the day comparison</p>
<p><b>Understanding the World</b></p>	<p><b>People and Communities:</b> Famous people / Local heroes. <b>Technology</b> Technology Moving parts, flaps, pulleys, knobs Introduction to iPad online safety and device safety. <b>The World:</b> Look at similarities differences, pattern and change of our local area.</p>	<p><b>People and Communities</b> <b>Technology</b> Technology Moving parts, flaps, pulleys, knobs Programming on screen (Beebot, code-a-pillar) <b>The World:</b> Seasonal Change - Looking at ice melting. Looking at eggs, what do eggs need? Can children identify materials that may help to protect an egg- Egg</p>	<p><b>People and Communities</b> <b>Technology</b> Technology Moving parts, flaps, pulleys, knobs COmbining text with graphics and sound (ipad - Book Creator/Chatterpix) <b>The World:</b> Can we make a rocket fly? - Science investigations.</p>	<p><b>People and Communities</b> Planting and growing vegetables and flowers. <b>Technology</b> Technology Moving parts, flaps, pulleys, knobs Simple Story Telling with Book Creator Making things happen on screen - hub sessions and ipad use. <b>The World:</b> Planting and growing vegetables and flowers.</p>	<p><b>People and Communities:</b> Lifecycles of plants and animals <b>Technology</b> Technology Moving parts, flaps, pulleys, knobs Embedding 2 Simple Software and Key Apps <b>The World:</b> Lifecycles of plants and animals</p>	<p><b>People and Communities:</b> Talking about why things happen and how things work. Show care and concern for living things. <b>Technology</b> Technology Moving parts, flaps, pulleys, knob, Logging in to Purple Mash and Busy Things. <b>The World:</b> Talking about why things happen and how things work. Show care and concern for living things.</p>



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		challenge- protect your egg!				
<b>Expressive Art and Design</b>	<b>Exploring and using media and materials</b> Exploring media and materials. Tools, construction, textures Selects tools and techniques needed to shape, assemble and join materials they are using. Uses a tool for a specific purpose - Snips with emerging scissor skills to cut a range of straight, zig-zag and curvy lines. Talking about the properties of materials <b>Charanga - Me!</b> <b>Being Imaginative</b>	<b>Exploring and using media and materials</b> Exploring media and materials. Tools, construction, textures Selects tools and techniques needed to shape, assemble and join materials they are using. Uses a tool for a specific purpose - Snips with developing scissor skills to cut a range of straight lines and shapes Looking at ice melting Charanga - My Stories <b>Being Imaginative</b>	<b>Exploring and using media and materials</b> <b>Artist - Roy Lichenstein</b> Moonscapes Exploring media and materials. Tools, construction, textures Uses a tool for a specific purpose - Snips with developing scissor skills to cut a range of straight lines, shapes and objects Can we make a rocket fly? - Science investigations. Charanga - Everyone <b>Being Imaginative</b>	<b>Exploring and using media and materials</b> <b>Artist - Giuseppe Arcimboldo</b> Vegetables and fruit art. Exploring media and materials. Tools, construction, textures Uses a tool for a specific purpose - Snips with developing scissor skills to cut a range of straight lines, shapes and objects Leaf painting/collage Charanga - Our World Observational drawings - daffodils. <b>Being Imaginative</b>	<b>Exploring and using media and materials</b> <b>Artist - Steven Brown -</b> animal art Exploring media and materials. Tools, construction, textures Uses a tool for a specific purpose - Snips with developing precision scissor skills to cut a range of straight lines, shapes, objects and pattern. Animal Print Charanga - Big Bear Funk <b>Being Imaginative</b>	<b>Exploring and using media and materials</b> Exploring media and materials. Tools, construction, textures Uses a tool for a specific purpose - Snips with developing precision scissor skills to cut a range of straight lines, shapes, objects and pattern. Charanga - Reflect, Rewind and Replay <b>Being Imaginative</b>