

THE VINE INTER CHURCH PRIMARY SCHOOL
RECEPTION YEARLY CURRICULUM MAP 2024-2025

Reception	AUTUMN 1 STEM WEEK All About Me 7+3	AUTUMN 2 RE WHOLE SCHOOL LEARNING Our world 7	SPRING 1 Traditional Tales 6	SPRING 2 RE WHOLE SCHOOL LEARNING New Life 6	SUMMER 1 BOOK WEEK Fantasy Land (Dinosaurs and Mythical creatures) 4+4	SUMMER 2 Inspirations & Aspirations 6+4
ENGLISH	<p><i>Focus Stories:</i></p>  <p>Writing Children's names – focus on labelling Letter formation- Lower case letters Baseline assessment Reading – Speed Sounds 1 Cvc words</p>	<p><i>Focus Stories:</i></p>  <p><i>Rama and Sita, Winter Non-fiction</i> Animations Mr Benn, Bagpuss, Writing – Drawing Club Reading– According to RWI assessment</p>	<p><i>Focus Stories:</i></p>  <p><i>Animations: Bananaman, Pingu.</i> Writing – Drawing Club Reading – According to RWI assessment</p>	<p><i>Focus Stories:</i></p>  <p><i>Animations – Superted, Puddington Peas</i> Writing – Drawing Club Reading– According to RWI assessment</p>	<p><i>Focus Stories:</i></p>  <p><i>Animations The Magic Roundabout, Raggy Dolls,</i> Writing – Drawing Club Reading– According to RWI assessment</p>	<p><i>Focus Stories:</i></p> <p><i>People who help us Non-fiction, Sport's Stars, Animations Williams's Wish Wellingtons</i> Writing – Drawing Club Reading– According to RWI assessment</p>
MATHS	<p>Number a week (1,2,3,4,5) including number composition, subitising, counting, cardinal principal, 1:1 correspondence, comparing amounts. Use a wide variety of resources and visuals to explore each number.</p> <p>Time- my day/ordering daily routine 2d and 3d shapes and mathematical language Patterns (week 1 and 2)</p>	<p>Number a week (6,7,8,9,10) – number composition including number composition, subitising, counting, cardinal principal, 1:1 correspondence, comparing amounts. Use a wide variety of resources and visuals to explore each number.</p> <p>One 1 more and 1 less than numbers to 10 Addition & Subtraction skills – focus on practical problem solving 2d and 3d shapes and mathematical language Patterns</p>	<p>Subitising (EML, OMS) Counting to 20. (EML, OMS) Cardinal principal (knowing that the last number is the amount) (EML,OMS) Addition and subtraction skills – ways of recording. Estimation Problem solving – doubling, halving, sharing Size, length and weight 2d and 3d shapes and mathematical language Patterns Rotate and manipulate shapes (tangrams)</p>	<p>Subitising (EML, OMS) Counting to 20 forwards and backwards (EML, OMS) Cardinal principal (knowing that the last number is the amount) (EML, OMS) Number a week (11,12,13,14,15) children to know numbers being composed of 10 and some more Revisit One more and one less, perhaps extend to two more and two less. Revisit composition to 10 Doubling, halving and sharing numbers Reading, writing and ordering numbers Positional language 2d and 3d shapes and mathematical language Patterns</p>	<p>Number a week (16,17,18,19,20) children to know numbers being composed of 10 and some more. Subitising (EML, OMS) Counting to 30 forwards and backwards (EML, OMS) Cardinal principal (knowing that the last number is the amount) (EML, OMS) Addition & Subtraction skills – counting on and back up to 15. Doubling, halving and sharing numbers Problem solving Capacity 2d and 3d shapes and mathematical language Patterns</p>	<p>Counting to 50 forwards and backwards (EML,OMS) Counting in 2s, 5s and 10s Number pairs – revision and consolidation as needed Problem solving – doubling, halving, sharing Time – ordering times of day, days of week and months of year Distance Revisit size, length and weight 2d and 3d shapes and mathematical language Patterns REVISION AS NECESSARY</p>
RE	<p>Ourselves, Our families & Our Communities: Where do we belong?</p>	<p>Celebrations & Special Times; How do we celebrate birth?</p>	<p>Celebrations & Special Times; What happens at a festival?</p>	<p>Celebrations & Special Times; What happens at a wedding?</p>	<p>Special Books; What can we learn from stories from different religions? CORE</p>	<p>Ourselves, Our families & Our Communities: Where do we belong?</p>
PSED (PSHE)	<p>MMR – Beginning and Belonging</p> <p>How can I play and work well with others? SR ◊ How can I show I am listening to an adult? SR ◊ What can help me to follow instructions? SR</p>	<p>MMR 3- My Emotions</p> <p>Become outgoing with unfamiliar people and places Understand how themselves and others feel Express feelings Resilience and perseverance Think about perspectives of others</p>	<p>Cit 1 –Identities and Diversity</p> <p>Playing with, not alongside, other children See themselves and a valuable individual</p>	<p>HSL 3 – Healthy Lifestyles</p>	<p>Cit 2 – Me and My World</p> <p>Select and use appropriate equipment Sense of a community</p>	<p>HSL 2 – Keeping Safe</p> <p>Become outgoing with unfamiliar people and places Following rules and understand why we need them HSL1 – My Body/Growing Up</p>
PD (PE)	<p>Looking after myself – dressing and undressing, hygiene (ongoing throughout the year) Using equipment safely Outdoor Learning Motor skills activities PE: Playground Games</p>	<p>Looking after myself – dressing and undressing, hygiene (ongoing throughout the year) Using equipment safely Outdoor Learning Motor skills activities PE: Dance (Julia Donaldson BBC)</p>	<p>Looking after myself – dressing and undressing, hygiene (ongoing throughout the year) Using equipment safely Outdoor Learning Motor skills activities PE: Games- ball skills</p>	<p>Looking after myself – dressing and undressing, hygiene (ongoing throughout the year) Using equipment safely Outdoor Learning Motor skills activities PE: Gymnastics</p>	<p>Looking after myself – dressing and undressing, hygiene (ongoing throughout the year) Healthy eating Outdoor Learning Motor skills activities PE: Games: Athletics (prep for sports day)</p>	<p>Looking after myself – dressing and undressing, hygiene (ongoing throughout the year) Using equipment safely Outdoor Learning Motor skills activities PE: Dance (toys)</p>

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<p style="text-align: center;">UTW (History, Geog, Science & Computing)</p>	<p>Blackberry picking in first few weeks (including parts of a plant) Harvest – teach same week as harvest festival Courageous Advocate: Amelia Earhart (People in history) Past and Present transport (including aeroplanes to link to Amelia Earhart) Finding similarities and differences between themselves and others. Seasonal observation of Autumn (using senses) <i>Ongoing throughout the year.</i></p> <ul style="list-style-type: none"> Using ICT linked to learning – using IWB, cameras, and all other classroom based ICT equipment Sustainability activities. 	<p>Bonfire and Fireworks night celebrations Diwali celebrations Finding similarities and differences between their school and the school in Ghana Animals – Habitats Animals – Hibernation Past and present Christmas Christmas around the world – finding similarities and differences <i>Ongoing throughout the year.</i></p> <ul style="list-style-type: none"> Using ICT linked to learning – using IWB, cameras, and all other classroom based ICT equipment Sustainability activities 	<p>Seasonal observation of winter (using senses) Similarities and differences of clothes during different seasons Past and present clothing Changes in materials – melting and freezing Lunar new year celebrations Drawing and using maps <i>Ongoing throughout the year.</i></p> <ul style="list-style-type: none"> Using ICT linked to learning – using IWB, cameras, and all other classroom based ICT equipment Sustainability activities 	<p>Seasonal observation of spring using senses (at the end of the half term!) What does a plant need to grow Plants and seeds – similarities and differences Meeting people from around the world Flags of the world <i>Ongoing throughout the year.</i></p> <ul style="list-style-type: none"> Using ICT linked to learning – using IWB, cameras, and all other classroom based ICT equipment Sustainability activities. 	<p>Past and present toys Cause and effect (forces) Timelines Senses investigations. <i>Ongoing throughout the year.</i></p> <ul style="list-style-type: none"> Using ICT linked to learning – using IWB, cameras, and all other classroom based ICT equipment Sustainability activities 	<p>Revisit Amelia Earhart Seasonal observation of summer using senses Jobs around the world Sports around the world Aspirations week – meeting people with a variety of jobs <i>Ongoing throughout the year.</i></p> <ul style="list-style-type: none"> Using ICT linked to learning – using IWB, cameras, and all other classroom based ICT equipment Sustainability activities
<p style="text-align: center;">EAD (Art, DT & Music)</p>	<p>Making blackberry filo parcels – guided activity in first few weeks Build up skills to use provision area effectively: in first 3 weeks model the following skills -cutting and sticking with glue sticks -joining paper/card with holepunch and treasury tag (holepunch also for decoration) -joining paper with stapler -Folding paper Explicit teaching for rest of term: -Using recycling modelling resources – link to sustainability x2 weeks -Using wool and fabric with PVA glue -Colour mixing</p>	<p>Autumn pictures – observational drawing of Autumn objects Making Diva lamps with salt dough Making Christmas chains Listen and watch Diwali music and dancing: move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. As part of Christmas performance: Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. FS1 shared Christmas activities at the end of the term</p>	<p>Making props to retell stories/small world (model using paper fasteners as part of this) Making plans before creating (make a plan for building a farm link to Literacy) Cooking bread for Little Red Hen Chinese letters and numbers with charcoal and black paint Revisit colour mixing How to join Cardboard</p>	<p>Salt dough food (to use in class shop) As part of Easter performance: Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Revisit how to join cardboard Making musical instruments and playing them. FS1 shared Easter activities at the end of the term</p>	<p>Describe and express opinions about Van Gogh (and have a go at recreating in provision) Describe and express opinions about Picasso (and have a go at recreating in provision) Describe and express opinions about Oliver Jeffers (and have a go at recreating in provision) Reading music using pictures Composing music using pictures</p>	<p>Revisit colour mixing Whole class chimes 2/3 sessions Listen and watch Summer music move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Compare and contrast types of dancing</p>
<p style="text-align: center;">FOREST SCHOOL</p>	<p>Knowing our school Getting dressed for the environment Links to well-being and PSHCE Bird feeders Muddy faces</p>	<p>Hibernation homes/ hedgehog homes CS? Making a manger Christmas decorations</p>	<p>Building bridges Bug hunt Imaginative play</p>	<p>Exploring plants Planting trees Building nests Leaf animals</p>	<p>Creating magical lands Fairy gardens Dinosaur fossils</p>	<p>Making nature masks Imaginative role play/ story telling</p>
<p style="text-align: center;">CULTURAL CAPITAL</p>	<p><i>Rule of Law- keeping safe within the school and understanding The Vine rules and routines – ongoing</i> <i>Democracy – choosing learning and choosing end of day story – ongoing</i> <i>6 book challenge – ongoing</i> <i>Prosocial rewards – see row below, ongoing</i></p> <p>Picking fruit in orchard – link to UTW, PD, CLL World Mental Health Day Making fruit pies with fruit we pick Visit from Peter Clayton Stay and play with families 2nd October</p>	<p><i>Mutual respect through UTW, RE, PSED – ongoing</i> <i>Tolerance of different faiths and ways of life through UTW, RE and literacy – ongoing</i></p> <p>Children in Need Christmas performance 17th Dec Shared learning with FS1 18th Dec Stay and play with families 5th December</p>	<p>Stay and play with families 4th February Farm visit in w/b 10th Feb – link to Literacy, CLL and UTW</p>	<p>Parent visitors from other countries World Book Day Easter Tea performance 1st April Shared learning with FS1 2nd April Trip to local supermarket w/b 17th Mar – link to CLL, Literacy and UTW</p>	<p>Stay and play with families 8th May Show and tell Visit to Knebworth House w/b 12th May: link to literacy and PD</p>	<p>Show and tell Aspirations week: Visits from different professionals Aspiration day – setting goals for the future.</p>
<p style="text-align: center;">Oracy</p>						
<p style="text-align: center;">Pro Social</p>	<p><i>Thank you cards for lunchtime staff</i></p>	<p><i>Sending a gift to link school in Ghana</i></p>	<p><i>Feeding the birds in the staffroom courtyard</i></p>	<p><i>Weeding the courtyard/coin trail</i></p>	<p><i>Letter/picture for local old people's home</i></p>	<p><i>Litter pick in school or local area</i></p>
<p style="text-align: center;">Vine Vision Day</p>						
<p style="text-align: center;">Advocates</p>	<p><i>Amelia Earhart</i></p>	<p><i>Stormzy</i></p>	<p><i>Tango makes 3</i></p>	<p><i>Stormzy</i></p>	<p><i>Tango makes 3</i></p>	<p><i>Stormzy</i></p>
<p style="text-align: center;">International Links</p>	<p><i>Talk from Peter Clayton</i></p>	<p><i>Send gift and letter to our link school</i></p>		<p><i>Sending Easter cards to our link school</i></p>		<p><i>Sending letter about our school trip to our link school</i></p>

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ON YEARLY CURRICULUM MAP INDICATE WHEN YOU WILL BE TEACHING EACH UNIT OF A PARTICULAR CURRICULUM AREA. IDENTIFY YOUR YEAR GROUP GLOBAL FOCUS AND THE BRITISH VALUES. INCLUDE LOTC IN LOCAL COMMUNITY OF CAMBOURNE AND YOUR VISIT OFF THE SCHOOL SITE.

GLOBAL VALUES ALL YEAR GROUPS	
FS1	IDENTITY AND BELONGING
FS2	SUSTAINABILITY
YEAR 1	FAIRNESS AND EQUALITY
YEAR 2	SUSTAINABILITY
YEAR 3	RIGHTS AND RESPONSIBILITIES
YEAR 4	FAIRNESS AND EQUALITY
YEAR 5	CONFLICT AND PEACE
YEAR 6	IDENTITY AND BELONGING



COURAGEOUS ADVOCATES	
FS1	
FS2	Amelia Earhart
YEAR 1	
YEAR 2	
YEAR 3	
YEAR 4	
YEAR 5	
YEAR 6	

OUR SCHOOL PRAYER

Welcome to our school. Let peace dwell here.

Let the rooms be full of contentment.

Let love abide here.

Love of one another, love of mankind, love of
life itself and love of God.

Let us remember that as many hands build a
house, so many hearts create a school

FOCUS SCIENTIST	
FS1	
FS2	
YEAR 1	
YEAR 2	
YEAR 3	
YEAR 4	
YEAR 5	
YEAR 6	

BRITISH VALUES STUDIED BY ALL YEAR GROUPS	
	RULE OF LAW
	TOLERANCE OF THOSE WITH DIFFERENT FAITHS AND BELIEFS
	MUTUAL RESPECT
	INDIVIDUAL LIBERTY
	DEMOCRACY

CULTURAL CAPITAL AT THE VINE

CULTURAL CAPITAL AS DEFINED BY OFSTED 2019:

... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

For example, it's about being able to learn about and experience things that are, for many, outside their daily experience.

At The Vine our curriculum and our teaching methods are carefully designed to maximise pupils' knowledge retention, developing their skills (that will be transferable into the next stage of their education) and deepen awareness of the role we all play as 21st century citizens.

As a school that has such a diverse intake and is ecumenical in foundation, the focus on being an international school runs through our curriculum. Our international learning has been recognized and awarded the Full International Award by the British Council for our outstanding work. The Global Values play a key role in each year group across the whole school. Our International partnerships enhance what is taught; these include links with Spain, Kenya, Isle of Man, Australia, and Japan, learning is shared and best teaching practice is celebrated. Promoting the fundamental British values has enabled us to reinforce our current ethos. This enables our pupils to gain a greater understanding of local, national and global issues. We believe we effectively promote the pupils' spiritual, moral, cultural and social development and prepare them well for life in Britain and their role in the wider world. Pupils are exposed to a variety of cultural learning experiences in all areas of the curriculum both within the school environment and beyond. We ensure we enrich our curriculum and build the pupil's 'cultural capital', by planning curriculum focus days, weeks and celebrations, visitors in and visits out which we believe to help provide "the essential knowledge that children need to be educated citizens" as defined by Ofsted 2019.