

Reception Curriculum Map 2021 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics [Although we follow these topics, we do depart from themes to follow the children's interests.]	Starting School/ Autumn	Winter Celebrations/ Autumn to Winter	My school and the world around me	Spring	Water/Spring to Summer	Storytelling/ Summer
Personal Social and Emotional Development [There are specific focus areas each half term but many of these are revisited throughout the year.]	Settling in to Reception. Getting to know each other and the staff. School routines. Learning to adapt behaviour for different times of the day. Learning to share the toys, take turns and help each other	Encouraging the children to try new experiences and take part in a range of learning experiences. Developing effort, perseverance and concentration	Focus on working together, respecting each other's needs and playing co-operatively. Developing motivation and enthusiasm for learning.	Encouraging the children to develop independence and self-help skills. Developing initiative and fascination. Encouraging problem solving and using logic.	Continue working in groups learning to respect each other's needs. Considering the consequences of our actions as well as remembering to look after our learning environment.	Thinking about what we have learned and enjoyed this year and preparing the children for their transition to Year 1. A continued focus on developing independence.
Throughout the year, during class discussion, circle time and sharing high quality carefully selected books, children will learn and talk about supporting their overall health and wellbeing. This includes - physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine and being a safe pedestrian. They will also further develop the skills they need to manage the school day successfully - lining up, mealtimes and personal hygiene.						
Physical Development	<u>Hall</u> Using and Exploring the space.	<u>Hall</u> Using and Exploring the space. <u>Pitch</u>	<u>Hall</u> Yoga	<u>Hall</u> Gymnastics	<u>Hall</u> Dance	<u>Hall</u> Games

	<u>Pitch</u> Running games	Running games	<u>Pitch</u> Bats and balls/throwing and aiming	<u>Pitch</u> Big balls – rolling, kicking, bouncing, catching.	<u>Pitch</u> Athletics – preparing for Sports Day	<u>Pitch</u> Athletics – preparing for Sports Day
	<p><u>Gross motor skills</u> Throughout the year in Reception children will learn to –</p> <ul style="list-style-type: none"> • Revise and refine skills that they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing). • Move towards a more fluent style of moving, able to combine different movements. • Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and disciplines. • Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. <p>Children will have daily opportunities to practice and develop these skills in outside play sessions using the playground climbing frame/monkey bars as well as other play equipment provided to support balance, strengthening and coordination skills.</p> <p><u>Fine motor skills</u> Throughout the year in Reception children will learn to –</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently including - pencils, pens, pastels, crayons, chinks, paintbrushes, scissors, spatulas, glue sticks, masking tape, play dough equipment and cutlery. 					
Communication and Language	Opportunities for storytelling, re-telling favourite and new stories, sharing ideas and responses, anticipating key events, talking about topics and related life experiences, learning and using new vocabulary					
	<u>Focus Books- (starting school)</u> I am too absolutely small for school Harry and the bucketful of dinosaurs	<u>Focus Books - (winter celebrations)</u> Can't you Sleep Little Bear Snowflakes Light the Light	<u>Focus Books - (maps and journeys)</u> What the Ladybird Heard Whatever Next Lost and Found Handa's Hen	<u>Focus Books – (spring, farm animals)</u> Farmer Duck The Pig in the Pond Snore The Best Cow in Show	<u>Focus Books – (water)</u> The Snail and the Whale The Lighthouse Keeper's Lunch Anna Hibiscus Clean Up	<u>Focus Books – (story telling/imaginary worlds)</u> Where the Wild Things Are Alice in Wonderland On the Way Home

	King of the classroom Lulu's first day Various poetry/biography	The Best Diwali Ever Various Christmas stories Various poetry/biography	We're Going on a Lion Hunt Various poetry/biography	The Cow That Laid an Egg Chilly Milly Moo Various poetry/biography	Julian is a Mermaid The Storm Whale Dougal's Deep-Sea Diary Commotion in the Ocean Various poetry/biography	Tiddler Would You Rather You Choose The Magic Paintbrush Traditional Tales Various poetry/biography
Literacy	See separate plan for systematic phonics progression.					
	Children are exposed to fiction, non-fiction, biography, rhyme and poetry and learn through regular activities such as re-telling stories, hot-seating, story sequencing, puppet and prop making, small world activities and imaginative play, dance and song relating to shared texts.					
	*Recognising words with the same initial sound *Engaging in extended conversations & learning new vocabulary *Saying sounds for individual letters *Writing some letters accurately *Writing some or all of their name	*Differentiated phonics groups *Beginning to blend sounds into words *Beginning to form lower-case letters correctly	*Blending sounds into words, so that they can read short words made up of known letter-sound correspondences *Spelling words by identifying the sounds and then writing the sounds with letter/s *Reading a few common exception words	*Reading some letter groups that each represent one sound and say sounds for them *Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words *Forming lower-case and capital letters correctly	*Re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment *Writing short sentences with words with known sound-letter correspondences using a capital letter and full stop	Re-reading what they have written to check that it makes sense
Maths	White Rose SOL 'Just Like Me'	White Rose SOL 'It's Me 1,2,3!'	White Rose SOL 'Alive in 5'	White Rose SOL 'Building 9 and 10'	White Rose SOL 'To 20 and Beyond'	White Rose SOL 'Find My Pattern'

	<p>Match and Sort, Compare amounts, size, mass and capacity Exploring pattern</p> <p>Mastering Number</p>	<p>Representing, comparing and composition of 1,2,3. Circles and triangles, positional language.</p> <p>‘Light and Dark’ Numbers to 5, 1 more/less Shapes with 4 sides Time</p> <p>Mastering Number</p>	<p>Introducing zero, comparing numbers to 5, composition of 4 and 5, comparing mass and capacity.</p> <p>‘Growing 6,7,8’ Numbers 6,7,8 Making pairs, combining 2 groups Length and height</p> <p>Mastering Number</p>	<p>Numbers 9 and 10, comparing numbers to 10, bonds to 10 3D Shape Pattern</p> <p>Mastering Number</p>	<p>Building numbers beyond 10, counting patterns beyond 10 Spatial reasoning</p> <p>‘First, Then, Now’ Adding more/taking away Spatial reasoning</p> <p>Mastering Number</p>	<p>Doubling, sharing, grouping Even and odd Spatial reasoning</p> <p>‘On the Move’ Deepening understanding of patterns and relationships Mastering Number</p>
<p>Understanding the World [Including Humanities- History/Geography/RE and Natural World/Science]</p>	<p><u>Humanities focus:</u> Starting School – focus on chronology of their lives</p> <p><u>Natural world focus:</u> Learning to observe and describe the natural world around us – how can we describe the weather and what are seasons?</p>	<p><u>Humanities focus:</u> Winter rituals and celebrations in England and around the world, in the past and the present.</p> <p>Halloween, Bonfire Night, Diwali, Hanukkah, Winter Solstice, Advent and Christmas</p> <p><u>Natural world focus:</u> Autumn to Winter changes</p> <p>Children observe and discuss seasonal change – what is happening to trees/plants/flowers and animals and why?</p>	<p><u>Humanities focus:</u> My school and the world around me - Learning about our school, the school site and where it is in the local area, which city, country, continent do we live in?</p> <p><u>Natural world focus:</u> Children observe and discuss the change in the natural world around us - what is different/the same as when we were last in school?</p>	<p><u>Humanities focus:</u> Spring rituals and celebrations in England and around the world, in the past and the present.</p> <p>Easter, Sakura etc</p> <p><u>Natural World focus</u> Winter to Spring changes</p> <p>New life – Farm animals - Naming and describing familiar animals.</p> <p>Children observe and discuss seasonal change - what is happening to trees/plants/flowers?</p>	<p><u>Humanities focus</u> Children explore and discuss what water is and how it is used around the world. They look at maps to learn how water is represented. They learn about how to dispose of plastic and man-made objects and how to look after the environment. They also learn about animals that live in water and their characteristics. Children explore and discuss Ramadan and Eid</p> <p><u>Natural world focus</u> Children observe and interact with natural</p>	<p><u>Humanities focus</u> Summer rituals and celebrations in England and around the world</p> <p><u>Natural world focus</u> Spring to Summer changes</p> <p>What does Summer feel/look like?</p>

		Light and dark			processes involving water including melting and freezing, floating and sinking and solubility.	
<p>Expressive Arts and Design [There are specific focus activities linked to the topics but experimental painting, sticking, drawing, role play and responding to music are available during freeplay on a daily basis.]</p>	<p>Learn about different artists and how their work links to their learning in class.</p> <p>Self-portraits and face/body focus in drawing Developing confidence to draw freely and copy modelled drawing.</p> <p>Exploring Autumn colours in all mediums</p> <p>Songs/poems/rhymes about Autumn, linking to dance and movement</p> <p><u>Artists</u> Van Gogh (Sunflowers) Antony D Padgett (Daffodils)</p> <p><u>Music</u> Traditional children's songs</p>	<p>Exploring and using different media to create art related to each celebration</p> <p>Bonfire night, Diwali, Hanukkah, Christmas</p> <p>Through role play and imaginative play, children act out celebration stories, wearing and creating costumes.</p> <p>Listen to Indian music and watch and create Indian dance routines</p> <p>Songs/poems/rhymes about Christmas</p> <p><u>Artist</u> Artists who have explored light/dark contrast</p> <p><u>Music</u> Vivaldi's Four seasons - Winter</p>	<p>Looking at and drawing different kinds of maps - imaginary and real. Looking at and creating aerial maps and identifying what can be seen. Exploring artists who use lines in their work.</p> <p>Building structures with classroom construction resources and role play different places e.g. at the train station</p> <p>Songs/poems/rhyme</p> <p><u>Artist</u> Kandinsky/Miro/Matisse</p> <p><u>Music</u> Various world music</p> <p><u>Dance</u> Dance from around the world</p>	<p>Observing and drawing Spring flowers/plants/trees and learning how to draw familiar animals.</p> <p>Representing 'new life' of Spring with body movement - plants growing, flowers opening, baby animals starting to move</p> <p>Songs/poems/rhymes about animals</p> <p><u>Artist</u> Georgia O'Keefe - flowers</p> <p><u>Music</u> Vivaldi's Four Seasons - Spring</p> <p>Classical music - played by musicians of all genders and a variety of cultures</p> <p><u>Dance</u></p>	<p>Learning to draw and represent water, water environments and water animals using different medium.</p> <p>Role play 'Under the Sea' - creating an underwater world with sea creatures and pirates and mermaids - create costumes and props.</p> <p>Using body movements to move like water and sea creatures.</p> <p>Songs/poems/rhymes about water</p> <p><u>Artist</u> See/ Hear/ Read #8: Maja Lorkowska's 'Water' collage series</p> <p>Alma Woodsey Thomas</p> <p><u>Music</u> Sea Shanties</p> <p><u>Dance</u></p>	<p>Exploring and creating imaginary worlds through a variety of media, creating characters, costumes and props to retell stories.</p> <p>Songs/poems/rhyme <u>Artist</u> Illustration - Using pictures to tell a story (Maurice Sendak - Where the Wild Things Are)</p> <p><u>Music</u> Film scores - How does it make us feel?</p> <p><u>Dance</u> Flamenco</p>

	<p>from around the world</p> <p>Vivaldi's Four Seasons - Autumn</p> <p><u>Dance</u> Street dance - Go Noodle routines</p>	<p>Traditional Indian music and Bhangra Christmas songs</p> <p><u>Dance</u> Traditional Indian dance and Bollywood routines</p>		<p>Ballet and expressive dance - looking at dancers of colour</p>	<p>Folk dancing</p>	
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