

RECEPTION Curriculum Map (2021/2022)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme						
Communication and Language	<p>Consolidation of Communication and Language skills from Nursery.</p> <p>Begin to understand how to listen carefully and why listening is important.</p> <p>Is beginning to use talk to help solve problems and organise thinking.</p>	<p>Begin to ask questions to find out more and to check understanding.</p> <p>Can articulate ideas and thoughts that can be understood by others.</p> <p>Begin to retell a known story with some correct aspects (characters, order, plot).</p> <p>Speaking with more confidence to a range of other people</p> <p>Being able to talk about own experiences</p>	<p>Begin to connect one idea or action to another using a range of connectives.</p> <p>Begin to describe an event in some detail.</p> <p>Can use talk to help solve problems and organise thinking. To use talk to explain how things work and why things might happen.</p> <p>Can notice the difference between fiction and non-fiction books.</p> <p>Beginning to listen and respond with appropriate questions or comments.</p>	<p>Can ask questions to clarify information and to check what has been said to them.</p> <p>Can retell a known story with some correct aspects (characters, order, plot) with increasing confidence.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Can articulate ideas and thoughts that are well-formed sentences.</p> <p>Can talk about non-fiction books to know that you can gain information from them and gain new vocabulary.</p>	<p>Can use a range of connectives to join ideas together.</p> <p>Can describe an event in detail using sequencing words to show time (e.g. before, after, yesterday, tomorrow).</p>
<p>Modelling of language skills, key vocabulary, listening skills and ways to communicate effectively with others.</p> <p>Learn new vocabulary and use this correctly throughout the day - vocabulary is related to other areas of the curriculum (subject specific vocabulary).</p> <p>Helicopter Stories</p> <p>Develop social phrases to support daily routines.</p> <p>Engage in storytime</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs - listening carefully to how they sounds</p> <p>Engage in non-fiction books.</p>						
PSED	<p>Consolidate PSED from Nursery.</p> <p>Settling into new environment</p> <p>Developing new relationships and reinforcing existing ones.</p> <p>Play with one or more children.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Can talk about their feelings using words like 'sad', 'happy', 'angry,' o r 'worried'.</p>	<p>Select and use a range of activities and resources with help when needed. To achieve a goal that they have chosen or has been suggested to them.</p> <p>Begin to develop a sense of responsibility and membership of a class community.</p> <p>Become more outgoing with unfamiliar people within the setting.</p> <p>Follow rules and begin to understand why they are important.</p> <p>Begin to understand how others might be feeling and why they might be feeling these emotions.</p>	<p>Show more confidence in new social situations.</p> <p>Play with one or more children, expanding and elaborating play ideas.</p> <p>Begin to find resolutions to conflicts and rivalries.</p> <p>Talk to others to solve conflicts.</p> <p>Can understand how others might be feeling and why they might be feeling these emotions.</p> <p>Can manage own needs (e.g. toileting, good hygiene etc.).</p>	<p>Develop a sense of responsibility and membership of a year group community.</p> <p>Can increasingly follow rules and understand why they are important.</p> <p>Develop appropriate ways of being assertive (boundaries, routines, calm interactions and sensitivity).</p> <p>Can identify and moderate their own feelings socially and emotionally.</p>	<p>Independently select and use a range of activities and resources to achieve a goal they have chosen.</p> <p>Develop a sense of responsibility and membership of a school community.</p> <p>Shows resilience and perseverance when faced with challenges.</p>	<p>Can find solutions to conflict and rivalries independently.</p> <p>Pretend play is purposeful, children take on different roles and children use talk to move play forward.</p> <p>Can manage their own needs and express their own decisions about the importance of healthy foods and staying healthy.</p>
PSED - Jigsaw	<p>Being Me In My World</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>

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Physical Development	Consolidate PD skills from Nursery. Continue to develop small motor skills to practice using a range of tools safely (pencils, paintbrushes, scissors and cutlery).	Can use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Embed skills needed to manage daily school life successfully (e.g. lining up, lunchtimes etc.).	Progressing towards moving with a fluent style with developing control and grace. Begin to know and talk about the different factors that support their overall health and wellbeing (regular exercise, healthy eating, toothbrushing, etc).	Can combine different movements with ease and fluency for an intended outcome (e.g. action songs / quick change in speed and direction etc.).	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination and agility,	Has overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions. Able to use small motor skills to competently, confidently, safely and confidently use a range of tools. Develop the foundations of a handwriting style which is fast, accurate and efficient. Confidently know and talk about different factors that support their overall health and wellbeing (sensible amounts of screen time, having a good sleep routine, being a safe pedestrian).
PD (from PE scheme_	Walking and Jumping (Locomotion)	Hands 1 (Ball Skills)	Gymnastics: High, Low, Over, Under	Dance: Nursery Rhymes	Feet (Ball Skills)	Games for Understanding
Literacy	Consolidate literacy from Nursery. Can form lower-case letters for sounds that have been taught.	Can form lower-case letters for sounds that have been taught. Read individual letters by saying them as sounds. Can read common exception (Red Words) match to RWi level.	Can form lower-case letters for sounds that have been taught. Blend sounds confidently into words. Read letter groups (digraphs / trigraphs) and know that they represent one sound and can say the sounds for them. Can read common exception (Red Words) match to RWi level. Can read simple phrases and sentences with known letter-sound correspondences.	Can form lower-case letters for sounds that have been taught. Can read common exception (Red Words) match to RWi level. Can read simple phrases and sentences with known letter-sound correspondences.	Can form lower-case letters for sounds that have been taught. Can begin to recognise capital letters and form them (especially those in their name). Can read common exception (Red Words) match to RWi level. Can read simple phrases and sentences with known letter-sound correspondences Write short sentences with words that are phonically decodable. Re-read what they have written to check it makes sense.	Can form lower-case letters for sounds that have been taught. Can read common exception (Red Words) match to RWi level. Can read simple phrases and sentences with known letter-sound correspondences Write short sentences with words that are phonically decodable with some awareness of a capital letter and full stop. Re-read what they have written to check it makes sense and try to make simple additions.
<p>Re-read books to build confidence in their word reading, understanding and enjoyment. To read books that are carefully matched to their phonological awareness. To read and have books read to them of interest, high quality and expose them to other areas of the curriculum (for information and reading for pleasure). Pupils to build up a repertoire of known high quality texts that they can confidently talk about and 'read'.</p>						
Literacy - Reading / Phonics	Consolidation of Phase 1 phonics Set 1 sounds to be re-capped / taught Oral blending and segmenting		Ditties	Red Books	Green Books Introduce Set 2 sounds Continue to revise/revisited Set 1 sounds	Purple Books
Literacy - Writing Fiction	On Sudden Hill - Linda Sarah & Benji Davies Perfectly Norman - Tom Percival Who's In My Family - Robbie H. Harris	The Gruffalo - Julia Donaldson Owl Babies - Martin Waddell & Patrick Benson One Snowy Night - Nick Butterworth	Lost and Found - Olivers Jeffers Bedtime For Monsters - Ed Vere Bog Baby - Jeanne Willis	Traditional Tales: Jack and the Jelly Beanstalk - Rachel Mortinmer Goldilocks and the Three Bears	Supertato - Superworm Rainbow Fish	Emma Jane's Aeroplane Handa's Surprise Ruby's Worry - Tom Percival

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				Pigs Might Fly Johnathan Emmett		
Literacy - Writing Non-Fiction		<i>Books about animals</i> If Snakes Disappeared - Lily Williams			A Superhero Like You - Dr Rang Sing Real Superheroes - DK and Julia Seal <i>Police / firefighter texts</i>	
Number	Unit 1 - Place Value - Numbers to 5 Unit 2 - Addition and Subtraction - sorting Unit 3 - Place Value - comparing groups within 5	Unit 4 - Addition and Subtraction - one more, one less	Unit 6 - number bonds within 5 Unit 7 - numbers to 10 Unit 8 - comparing numbers to 10 Unit 9 - addition to 10	Unit 10 - number bonds to 10	Unit 12 - Exploring patterns Unit 13 - Counting on and back Unit 14 - Numbers to 20 Unit 15 - Numerical Patterns - doubling	Unit 15 - Numerical Patterns - halving and sharing and odds and evens
Shape, Space and Measure		Unit 5 - Time - my day		Unit 11 - space and space - spatial awareness, 3D and 2D shapes.		Unit 16 - Measure - length, height and distance, weight and volume and capacity
Mathematics	<p>Within PowerMaths scheme of work the following will need taught explicitly and pupils will have opportunities to practice this knowledge and skills within continuous provision:</p> <p>Count objects, actions and sounds Subitise - games involving quickly revealing and hiding numbers of objects. Using 5 and 10 frames Linking numerals with its cardinal number value Counting beyond 10 - verbally up to 20 Compare numbers - using mathematical vocabulary / stories about numbers / distributing items evenly Understanding 'one more than / one less than' relationship between consecutive numbers Exploring the composition of numbers to 10 - visuals to represent numbers (dice, fingers, tens frame etc.). Playing games which involve partitioning and recombining sets. Automatically recall number bonds for numbers 0 - 10 - knowing and application of number bonds to 10 in different contexts. Select, rotate and manipulate shapes in order to develop spatial reasoning skills Compose and decompose shapes so that they can be recognised. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>					
Understanding the World	Senses Harvest Road Safety Bonfire Night (depending on where half term falls) Children In Need	Shadows Remembrance Day Christmas / Divali / Hannukah (celebrate festivals that represent the cohort of children).	Tim Peake / Neil Armstrong		Caterpillars Nadiya Hussain	David Attenborough
	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Comment on images of familiar situations in the past.	Comment on images of familiar situations in the past. Draw information from a simple map. Understand that some places are special to members of their community.	Understand that some places are special to members of their community.	Understand that some places are special to members of their community.	Recognise that some environments are different to the one in which they live.

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	<p>Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of the changing seasons on the natural world around them.</p>					
R.E	Which people are special and why?	Which times are special and why?	Which places are special and why?	What is special about our world?	Where do I belong?	What stories are special and why?
Expressive Art and Design	Songs and nursery rhymes Modelling use of creative resources Moving rhythmically to music Colour mixing (depending on where Bonfire Night falls)	Kandinsky			Van Gogh - sunflowers	
(Music)	Songs (Animals) Songs and activities based on familiar themes that are designed to be taught daily	Christmas	Songs (numbers) Songs to support basic numeracy and explore musical repetition	Songs (Nursery Rhymes) Activities and songs to familiarise children with well-known traditional nursery rhymes	Songs (healthy living) Opportunity to explore healthy living through movement, songs and activities with performances.	Musitrax 1 Collection of songs and rhymes with limited range aimed at developing a range of skills (keeping the pulse, clapping rhythms, simple songs etc.)
Throughout the year pupils will explore and be taught the following:						
Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music; expressing their feelings and responses.				Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.		

Life Skills

Reception	Get changed for PE. <i>(Physical Development)</i>	Make a paper aeroplane <i>(Expressive arts and design & Reading)</i>	See a cow, sheep, chicken, geese, donkey <i>(Understanding the world)</i>	Jump in puddles <i>(Understanding the World)</i>	Be part of the Nativity and perform to an audience <i>(Communication and Language)</i>	Learn to write my name <i>(Writing / Physical Development)</i>	Learn to catch a large ball <i>(Physical Development)</i>	Watch a chick hatch <i>(Understanding the World)</i>	Bake cookies <i>(Understanding the world)</i>	Build a den <i>(Understanding the World)</i>	Have a visit from a firefighter / police person <i>(Understanding the World)</i>
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