



### Reception Curriculum Map 2021-2022

	Autumn	Spring	Summer
	What makes me marvellous? Why are there so many leaves on the ground?	Was it once a mixed-up time? Where in our world can we go?	Are all minibeasts scary? Who can I ask for help?
<b>Communication &amp; Language</b>	1 <sup>st</sup> half	1 <sup>st</sup> half	1 <sup>st</sup> half
<b>Literacy</b>	<p><b>Phonics</b> Initial Code Unit 1 – a, i, m, s, t - 2 weeks Unit 2 – n, o, p – 2 weeks Unit 3 – b, c, g, h – 2 weeks</p>	<p><b>Phonics</b> Initial Code Unit 7 – x, y, ff, ll, ss, zz – 2 weeks Unit 8 – VCC words (e.g. ask, end) and CVCC words (e.g. cats, mask) Unit 9 – CCVC words (e.g. frog, slip)</p>	<p><b>Phonics</b> Initial Code Bridging unit</p>
<b>Interventions: Phonics Reading Blast</b>	<p><b>Reading and Writing</b> Reading comprehensions skills (shared reading) Understand that print carries meaning Bubble names/name writing Auditory and visual memory activities Squiggle While You Wiggle – letter shapes Fine motor activities</p> <p><b>Speaking, listening and understanding</b> Listen to stories rhymes with increased attention and recall Listening skills during carpet time/small group activities Join in with familiar stories and rhymes using a confident voice Fill in missing words from familiar rhymes Listening activities (guess the animal from the sound) Sequencing events from stories and rhymes</p>	<p><b>Reading and Writing</b> Reading comprehensions skills (shared reading/individual reading) Understand that print carries meaning Spontaneous opportunities to write (assessments) Reading and writing key words Letter formation using mantras Sequencing and predicting Writing captions Describing character and setting Talk4Writing curriculum – oral story-telling and maps Discuss and write about characters emotions (role on the wall) <b>N/F</b> – letter writing List of what they need Writing instructions (key features)</p>	<p><b>Reading and Writing</b> Guided read/guided write – sustained writing Reading comprehensions skills (guided/individual reading) Spontaneous opportunities to write (assessments) What have I done today writing Talk4Writing curriculum – oral story-telling and maps Create new story by changing character/food <b>N/F</b> – learning/recalling facts Fact file for minibeasts</p> <p><b>Speaking, listening and understanding</b> Class assembly - oracy/performance Verbal recounts Listen to stories with increased attention and recall Ask questions about what they have heard</p>

<p>Talking about ourselves Use recently introduced vocabulary during discussions</p> <p><b>Books</b> I Am Too Absolutely Small for School What Makes Me a Me The baby who wouldn't go to bed</p>	<p><b>Speaking, listening and understanding</b> Verbal recounts Re-tell a familiar story orally Listen to stories with increased attention and recall Use recently introduced vocabulary during discussions</p> <p><b>Books</b> Goldilocks and the Three Bears Honestly Red Riding Hood was Rotten! Jack and the Incredibly Mean Stalk</p>	<p>Follow instructions containing several ideas or actions Use recently introduced vocabulary during discussions Use past, present and future tenses in their discussions.</p> <p><b>Books</b> Mad About Minibeasts The Very Hungry Caterpillar The Woolly Bear Caterpillar</p>
<p>2<sup>nd</sup> half</p>	<p>2<sup>nd</sup> half</p>	<p>2<sup>nd</sup> half</p>
<p><b>Phonics</b> Initial Code Recap Unit 4 – d, e, f, v - 2 weeks Unit 5 – k, l, r, u – 2 weeks Unit 6 – j, w, z – 2weeks</p> <p><b>Reading and Writing</b> Reading comprehensions skills (shared reading) Understand that print carries meaning Bubble names/name writing Auditory &amp; visual memory activities Squiggle While You Wiggle – letter shapes Letter formation Labels and lists <b>NF</b> Learning facts (actions) Labelling Create own information videos with actions</p> <p><b>Speaking, listening and understanding</b> Recording videos – oracy/performance Listen to stories with increased attention and recall Explain what is happening and anticipates what might happen next Re-tell a simple past event in correct order</p>	<p><b>Phonics</b> Initial Code Unit 10 – CCVCC words (e.g. drank), CCCVC words (e.g. split) Unit 11 – sh, ch, th, ck, wh, ng, qu and consolidation</p> <p><b>Reading and Writing</b> Reading comprehensions skills (shared reading/individual reading) Understand that print carries meaning Spontaneous opportunities to write (assessments) Reading and writing simple words Letter formation Talk4Writing curriculum – oral story-telling and maps Create own story changing character/setting</p> <p><b>Speaking, listening and understanding</b> Verbal recounts Retell a familiar story orally Listen to stories with increased attention and recall Use recently introduced vocabulary during discussions</p> <p><b>Books</b> The Girl the Bear and the Magic Shoes The Flying Bath</p>	<p><b>Phonics</b> Initial Code Bridging unit</p> <p><b>Reading and Writing</b> Guided read/guided write – sustained writing Reading comprehensions skills (guided/individual reading) Spontaneous opportunities to write (assessments) What have I done today writing <b>N/F</b> – labelling Writing simple facts</p> <p><b>Speaking, listening and understanding</b> This is Us - oracy/performance Verbal recounts Listen to stories with increased attention and recall Ask questions about what they have heard Follow instructions containing several ideas or actions Use recently introduced vocabulary during discussions Use past, present and future tenses in their discussions</p>

	Use recently introduced vocabulary during discussions Nativity/Christmas  <b>Books</b> My world, my seasons Leafy the Leaf That Wouldn't Leave	The Hundred Decker Bus	<b>Books</b> Non-fiction people who help us books Farmer Duck
<b>Maths</b>	1 <sup>st</sup> half	1 <sup>st</sup> half	1 <sup>st</sup> half
	<b>Numbers</b> Active counting Counting on from a given number Counting claps/jumps/stamps Reciting numerals 0-10 Recognising numerals 0-10 Counting out objects from a larger group to match a numeral Comparing two groups of objects and saying which is more/less Introducing numbers 1 to 5 (using number blocks/fingers) Talk around different ways of representing a number  <b>Shape, space and measures</b> 2D shapes – recognition and naming (to create clock picture) Positional language (farm animals) Big/small (link to Humpty Dumpty's wall) Talk about long/short and heavy/light Creates repeated patterns	Daily: Numerals – mantras, writing, reading, counting up to 20 Active counting  <b>Numbers</b> Counting 1 to 20 Counting up/down from a given number Recognise numbers to 10/20 – use of number line and problem solving 1 more/1 less to 10 Counting irregular objects that can be moved Estimates amounts of objects Finds the total number of items in two groups Introduce addition vocabulary (add, plus, total, more) Introduce addition number sentence Number line to count up and down  <b>Shape, space and measures</b> 2D shapes – naming and recognising (oral simple description) Uses the language of length, height and capacity Compare and order the length and height of everyday objects Days of the week	Daily: Numerals – 20 and beyond, Counting in 2s Number bonds to 5  <b>Numbers</b> 1 less/2 less Practical subtraction Taking away using 'numicon' Explore + and – sign and vocabulary (add, more, plus, total, take way, subtract, less) Creating and writing own number sentences  <b>Shape, space and measures</b> Problem solving using shapes Small world map making Use the language of weight Times of the day Ordering daily routines
	2 <sup>nd</sup> half	2 <sup>nd</sup> half	2 <sup>nd</sup> half
	Daily: Numerals – mantras, writing, reading, counting up to 10 Active counting	Daily: Numerals to 10 and beyond/ teen recognition, 1 more/1 less Counting from given number/counting backwards	Daily: Counting to 20 and beyond Recognising patterns/sequences Counting in 2s/up/down

	<p><b>Numbers</b>  Compares 2 groups of up to 5 objects  Recognises groups of numbers up to 5  Number recognition to 10  Number formation  Daily talk around different ways of representing a number  Counting cars, colours, people walking by – children to tally things they can see  Making groups of a given number  1 more than the one before</p> <p><b>Shape, space and measures</b>  Daily talk around today the day is.....  Daily talk about events of the day  Shapes in the environment  Shape pictures  Repeating patterns</p>	<p><b>Numbers</b>  Number lines and 100 squares  Recognising larger numbers/teens  Addition  Completing number sentences and recording  Creating and writing own number sentences  Estimation  1 less/counting backwards</p> <p><b>Shape, space and measures</b>  3D shape – cube, cuboid, pyramid, cylinder, cone  Shapes and patterns in the environment</p>	<p><b>Numbers</b>  Number bonds to 5  Numicon – finding all the ways to make 10  Number sentences + and - consolidation  Word problems  Doubling  Compare quantities to 10</p> <p><b>Shape, space and measures</b>  Recognising patterns/sequences  Capacity - full/half full  Measuring – graphs/pictograms to record  Sharing/halving – practically using playdough and baking  2D/3D shape revision  Assessments/quick starts</p>
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<p><b>Understanding of the world</b></p>	<p><b>What makes me marvellous?</b>  <b>Why are there so many leaves on the ground?</b></p> <p><b>People and communities</b>  Who lives in my house?  Family  All about me  Christmas - Christian festival  Diwali - Hindu/Sikh festival</p> <p><b>Technology</b>  ICT - learn parts of the computer – keyboard, mouse and monitor  Begin to log on (using colour spots)  Mouse skills – use 2Paint to create pictures  Use of iPad safely – model applications  Model Use of ICT equipment in areas  2Simple – fireworks pictures/Rangoli pictures  Online safety</p> <p><b>The World</b>  Ourselves – talking about our features and talents  How are we the same/different as each other?  Comparing ‘ourselves’ and other communities around the world (Diwali, Christmas, Bonfire Night)  Autumn – what is happening around us?  How is the world changing?  Autumn walk around our school – looking at leaves, conkers, talking about the weather  Winter - what is happening around us?  How is the world changing?  Ice excavating – freeze toys in water, frozen water in glove</p>	<p><b>Was it once a mixed-up time?</b>  <b>Where in our world can we go?</b></p> <p><b>People and communities</b>  Chinese New Year- Chinese cultural festival  Mother’s Day – traditions  Easter – Christian festival  Holi – Hindu festival  Talk about similarities and differences between this country and other countries  Stories, non-fiction texts and maps</p> <p><b>Technology</b>  Logging on computers  ICT – media project – using a camera  2Animate and moving pictures  Video cameras  Online safety</p> <p><b>The World</b>  Science experiments – introducing the children to a variety of experiments  Weather in different countries  Maps – looking at different countries around the world  Travel to different countries – how would we get there?  Animals from different countries</p>	<p><b>Are all minibeasts scary?</b>  <b>Who can I ask for help?</b></p> <p><b>People and communities</b>  People from different countries (cultures/traditions)  People who help us (jobs and roles)  Circle time – share summer experiences, similarities and differences  Eid – Muslim festival  Father’s Day – traditions</p> <p><b>Technology</b>  ICT - maps – ‘Beebot’  Coding – Purple Mash  Online safety</p> <p><b>The World</b>  Gardening linked to healthy food we can grow/plant  How/where do different fruits/vegetables grow (e.g. in the ground, on a plant or tree?)  Healthy lifestyle  Minibeasts and their habitats  Lifecycle of a butterfly</p>
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<p><b>Physical Development</b></p>	<p><b>Moving and Handling</b>          What do different parts of the body do?          Squiggle While You Wiggle – letter shapes (gross motor)          Activate          Dough Disco          Let’s Move (BBC School Radio)          Runs with spatial awareness          Movement          Fine motor skill opportunities          Manipulates a range of tools and equipment          Outdoor area equipment</p> <p><b>Health and self-care</b>          Handwashing and hygiene (catch it, bin it, kill it)          Managing own personal needs          Putting on own coats including zipping/unzipping          Children become more confident at dressing with support          Clothing for the weather          Naming and identifying different parts of the body</p>	<p><b>Moving and Handling</b>          Dance – learning, practising and performing a routine of movements          Squiggle While You Wiggle – letter shapes (gross motor and fine motor)          Activate          Dough Disco          Fine motor skill opportunities          Shows a preference for a dominant hand          Outdoor area equipment</p> <p><b>Health and self-care</b>          Handwashing and hygiene (catch it, bin it, kill it)          Managing own personal needs          Describing physical changes to their body linked to emotions          Children to continue to be independent at dressing with support          Tooth brushing          Healthy lifestyle – healthy and unhealthy food</p>	<p><b>Moving and Handling</b>          Athletics and ball skills (rolling, kicking, throwing and catching)          Team games          Negotiate space and obstacles safely with consideration for themselves and others          Sports week          Activate          Dough Disco          Fine motor skill opportunities          Outdoor area equipment</p> <p><b>Health and self-care</b>          Handwashing and hygiene          Managing own personal needs          Children to continue to be independent at dressing with support          Tooth brushing          Clothing suitable for summer          Staying safe in the sun</p>
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<p><b>PSED</b></p>	<p>Systems, rules and classroom routines          Understanding the implications of their choices          Knows it's okay to be wrong          Lunchtime routines – healthy eating          I wonder/surprise box/question bags          Circle time/friends          Sharing and taking turns          Feelings and emotions          Similarities and differences          Modelling all areas in the classroom          Use of puppets circle time          R.E syllabus – 'Being Special'</p>	<p>Systems/rules          'Spread the Happiness/Kindness'          SRE (Sex and Relationship Education)          Lunchtime routines – healthy eating          Circle time/friends          I wonder/surprise box/question bags          Similarities and differences between ourselves and others          R.E syllabus – special stories and objects          Circle time</p>	<p>Systems/rules          Lunchtime routines – healthy eating          Circle time/friends          Be confident to try new activities          To show independence, resilience and perseverance          I wonder/surprise box/question bags          Circle time          Box full of emotions          Use of puppets circle time          RE syllabus – special places          Transition into Year 1</p>
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<p><b>Expressive arts and design</b></p>	<p><b>Exploring and using media and materials</b>          Independent creative areas          Paint skills – powder, poster paint, finger, etc.          Exploring colour mixing          Observational painting          Observational drawing of ourselves and our friends          Autumn creative activities          Scissors skills          Paper craft skills (collage, scrunched paper)          Christmas craft skills</p> <p><b>Being Imaginative</b>          Foundation Stage singing – nursery rhymes          Exploring sounds and how we make them          Nativity songs          Model use of musical instruments in areas          Rhythm and tapping their names          First thing music activities          Role play in areas</p>	<p><b>Exploring and using media and materials</b>          Independent creative areas          Outdoor weaving          Dance celebration          Basic food technology skills – spreading etc.          Paint skills – powder, poster paint, finger, etc.          Artist study</p> <ul style="list-style-type: none"> <li>• Kandinsky (colour mixing, circle shapes)</li> <li>• Michelangelo (drawing skills, different perspective)</li> <li>• Giuseppe Arcimboldo (collage using fruit/vegetables, similarities and differences in shapes)</li> </ul> <p>Observational painting          Colour mixing          Scissors skills          Easter crafts</p> <p><b>Being Imaginative</b>          Foundation Stage singing          Un-tuned percussion          First thing music activities          Role play in the areas          Role play – traditional tales</p>	<p><b>Exploring and using media and materials</b>          Independent creative areas          Paint skills – powder, watercolour, poster paint, finger, etc.          Observational painting          Creating and tasting fruit kebabs and smoothies          Outdoor crafts          Use of DT table          Animal models using junk materials          Scissors skills</p> <p><b>Being Imaginative</b>          Un-tuned percussion          Tuned percussion          Simple compositions using graphic score          First thing music activities          Role play in the areas          Role play - holidays</p>
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