

Reception Curriculum Map - 2021-2022

Reception	Autumn 1 <i>Can we be friends? Baseline (2 weeks)</i>	Autumn 2 <i>Where are we going?</i>	Spring 1 <i>Can you read me a story?</i>	Spring 2 <i>Do cows drink milk?</i>	Summer 1 <i>Why do ladybirds have spots?</i>	Summer 2 <i>A Journey to the Sea</i>
<b>Literacy</b>	<p>Name Writing. Writing and labelling pictures. Linking sounds with letters.</p> <p><i>Focus:</i> <i>Name Writing.</i> <i>Drawing and labelling family members.</i> <i>Giving meaning to the marks they make.</i> <i>Labelling pictures they have drawn.</i></p>	<p>Linking sounds to letters. Form letters with care. Hear and initial and final sounds in words. Sequence stories and draw story maps.</p> <p><i>Focus:</i> <i>Name Writing</i> <i>Writing a Character Description</i> <i>Drawing and labelling story maps</i></p>	<p>Initial and final sounds. CVC words. Traditional tales and Nursery rhymes.</p> <p><i>Focus:</i> <i>Creating their own versions of stories</i> <i>Creating their own characters</i> <i>Drawing and labelling story maps</i></p>	<p>Extend vocabulary through retelling Use phonic knowledge to spell simple words and write simple captions.</p> <p><i>Focus:</i> <i>Creating fact files around animals</i> <i>Recreating stories and learning the different between fiction and nonfiction.</i></p>	<p>Write simple sentences. Read and write high frequency words.</p> <p><i>Focus:</i> <i>Fact files</i> <i>Using materials they have read to help with their writing</i></p>	<p>Use our story telling knowledge to extend our own writing and use narrative within our writing. Read and write high frequency words.</p> <p><i>Focus:</i> <i>Instructions</i> <i>Finding a real purpose for writing such as creating Maps and Wanted Posters</i> <i>Extending independent writing with nouns and adjectives.</i></p>
<b>Key Texts</b>	<p><b>The Kissing Hand</b> - Audrey Penn <b>The Colour Monster</b> - Anna Llenas <b>The Wolf who wouldn't go to School</b> (Whiffy Wilson) - Caryl Hart <b>Enemy Pie</b> - Derek Munson <b>Colin and Lee, Carrot and Pea</b> - Morag Hood <b>The Bumblebear</b> - Nadia Shireen <b>Have you Filled a Bucket Today?</b> - Carol McCloud</p>	<p><b>Naughty Bus</b> - Jan Oke <b>We're going on a Bear Hunt</b> - Micheal Rosen <b>Emma Jane's Aeroplane</b> - Kate Haworth <b>A Message from Santa</b> - Tony Ross <b>The Hundred Decker Bus</b> - Mike Smith <b>I Want to Drive Book</b> - Rosamund Lloyd <b>The First Day of Winter</b> - Denise Fleming</p>	<p><b>Goldilocks and the Three Bears</b> - Ladybird <b>The Three Little Pigs</b> - Steven Tucker and Nick Sharratt <b>The Three Billy Goats Gruff</b> - Ladybird <b>The Gingerbread Man</b> - Mara Alperin <b>Jack and the Beanstalk</b> - Usborne</p>	<p><b>Farmer Duck</b> - Martin Waddell <b>The Cow that Laid an Egg</b> - Andy Cutbill <b>The Little Red Hen</b> - Ladybird <b>A Squash and a squeeze</b> - Julia Donaldson <b>Diary of a Farmer</b> - Angela Royston <b>We're Going on an Egg Hunt</b> - Laura Hughes</p>	<p><b>The Very Hungry Caterpillar</b> - Eric Carle <b>The Very Greedy Bee</b> - Steve Smallman <b>The Bad Tempered Ladybird</b> - Eric Carle <b>Snail Trail</b> - Ruth Brown <b>Spinderella</b> - Julia Donaldson <b>Superworm</b> - Julia Donaldson</p>	<p><b>Billy's Bucket</b> - Kez Gray and Gary Parsons <b>The Rainbow Fish</b> - Marcus Pfister <b>Somebody Swallowed Stanley</b> - Sarah Roberts <b>Commotion in the Ocean</b> - Giles Andreae <b>Pirates Loved Underpants</b> - Claire Feedman <b>The Singing Mermaid</b> - Julia Donaldson</p>

<b>Phonics</b>	<b>Phase 1 and 2 Phonics</b> s, a, t, p, i, n, m, d, g, σ, c, k, h, b, f, ff, l, ll, ss. Letter formations for Phase 2 sounds Reading CVC words.  <b>Tricky Words:</b> I, The, To, No, Go, Into.	<b>Phase 2 and 3 Phonics</b> j, v, w, x, y, z, zz and blending CVC words and Phase 2 captions. Writing Phase 2 captions.  <b>Tricky Words:</b> He, She, We, Me, Be, Was	<b>Phase 3 Phonics</b> Reading and writing Phase 3; ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow.  <b>Tricky Words:</b> You, They, All, Are, My, Her.	<b>Phase 3 Phonics</b> Reading and writing Phase 3; oi, er, ear, air, ure and Phase 3 words and Phase 3 captions.  <b>Tricky Words:</b> Said, Have, Like, So, Do, Some.	<b>Phase 3 and 4 Phonics</b> Recapping Phase 3 sentences. Polysyllabic words. CVCC, CCVCC and CCCVC words.  <b>Tricky Words:</b> Come, Were, There, Little, One, When, Out.	<b>Phase 4 Phonics</b> Cluster blends; sk, lt, lp, lf, pt, scr, shr, thr, nch, str, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, pr, sc, sn and recapping reading and writing simple sentences <b>Tricky Words:</b> Reading and writing all tricky words.
<b>Communication and Language</b>	Listens and responds. Use language to imagine and recreate roles. Explore with sounds. Able to follow directions. Introduced a storyline or narrative to their play.	Enjoy using language to communicate. Listens to familiar stories with good attention and recall. Extends vocabulary and exploring the meaning and sounds of new words.	Respond to stories using questions and showing great understanding and recall. Imagine/recreate roles. Able to follow a story without pictures or props.	Can participate in small group discussions and offer their own ideas. Have two-channelled- attention e.g. can listen and do something.	Respond to stories etc. Imagine/recreate roles Understands who; why; when; where and how questions. Can understand humour and jokes.	Use talk to organise thoughts and ideas. Listen and respond to what they hear. Be able to hold a conversation.
<b>Personal, Social and Emotional Development</b>  <i>Learning for Life</i>	Work on creating solid relationships. Follow rules and awareness of own needs. Select and use resources independently.	Respect culture - Treat people with respect and learn how to tolerate each other in the classroom. Learning to handle their own emotions.	Motivation to learn and to try new activities. Use and select resource independently without conflict and being able to share.	Work on what is right and wrong and discussing consequences of actions.	Showing sensitivity to theirs and others feelings and attitudes to learning. Learning to show more resilience and perseverance when completing tasks.	Show feelings and understand changes within our lives can happen. Develop concentration and getting ready for Year 1.
<b>Mathematics</b>	Number recognition. Counting with 1:1 correspondence. Naming and describing shapes. 1 more/ 1 less.  <b>Numbers up to 5</b>	Repeating patterns and naming 2-D shapes. Size and using vocabulary around size. Positional language. 1 more/ 1 less.  <b>Numbers up to 10</b>	Ordering by length and height. Weighing, measuring and using vocabulary around these. 1 more/ 1 less.  <b>Numbers up to 15.</b>	Addition up to 20. Subtraction up to 20. Naming 3-D shapes. 1 more/ 1 less Estimating and recording.  <b>Numbers up to 20</b>	Time/Routine, Money and using vocabulary around these. Doubling facts. Halving facts.  <b>Numbers up to 20 and  beyond.</b>	Sequencing numbers to 20 and beyond. Solving Number problems. Number patterns.  <b>Numbers up to 20 and  beyond.</b>

<b>Physical Development</b>	Healthy eating discussions. Move with control and coordination. Awareness of space.	Use small and large equipment Move with confidence and imagination	Travel around, under, over, through Awareness of space Use small and large Equipment	Move with Confidence. Handle materials with safety and control.	Travel around, under, over, through PE equipment. Demonstrate strength, balance and coordination when playing. Letter Formation - Upper case formation	Awareness of space and balancing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  Letter Formation - Number formations and cluster blends.
<b>Handwriting and Fine Motor Skills</b>	Squiggle whilst you wiggle.	Letter Formation - Lower case formation. Holding a pencil in a tripod grip.	Letter Formation - Lower case formation.	Letter Formation - Upper case formation.	Letter Formation - Upper case formation	Letter Formation - Number formations and cluster blends.
<b>Understanding of the world</b>	Use senses to investigate. Look at similarities, differences, patterns and change. Talks about why things happen and how things work. Seasonal Changes from Autumn to Winter.	Past and present and knows about own and others' cultures. Talks about their own family customs and routines. Use ICT to support learning.	Ask why things happen and how things work. Makes observations of animal and plants and explains why some things occur. Seasonal Changes from Winter to Spring.	Knows about similarities and differences in relation to places, objects, materials and living things.	Understanding the past through settings, characters and events. Know similarities and differences between life in this country and life in others. Seasonal Changes from Spring to Summer.	Identify features in the natural world and their own immediate environment. Knows the differences between different religions and cultural communities within the local area.
<b>Expressive Arts and Design</b>	Skills - colour mixing, cutting, colouring, joining, sticking. Develop storylines in their pretend play.	Junk modelling around different types of transport. Remembrance poppies and exploring clay. Make firework biscuits and firework pictures. Christmas Songs and Nativity.	Build and create their own fairy tale characters. Retell stories and traditional tales. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Make chocolate Easter nests Using Junk Modelling to create farm animals and farm vehicles Easter Songs	Creating life cycles of the insects and bugs. Creating our very own bug hotel. Listen attentively, move to, and talk about music, expressing their feelings and responses.	Exploring floating and sinking by creating our very own pirate ships. Making treasure maps to find treasure and wanted posters to catch the pirates. Watch and talk about dance and performance art, expressing their feelings and responses.
<b>Visits Events/ Enhancement opportunities.</b>	Transport Week - Get videos/People to come in and explain about different types of transport e.g. mechanics, ambulance drivers etc.		Farm Visit  Traditional Tales Dress up day		Aquarium  Creating a bug hotel and watching butterflies grow.	