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| **Clover Hill Primary School** | | **Reception Curriculum Map** | | **2021- 2022** |
| Autumn Term | Spring Term | Summer Term |
| **Prime Areas** | | | | |
|  | **Personal, Social & Emotional Development**   * Self Regulation * Managing Self * Building Relationships | Settling into school routines  Learning names of staff and children  Sharing of rules and routines  Circle time  Whole class adult input  Small group adult led  Continuous provision | Sharing of rules and routines  Circle time  Whole class adult input  Small group adult led  Continuous provision | Sharing of rules and routines  Circle time  Whole class adult input  Small group adult led  Continuous provision  Transition to Year One |
| Self Regulation - ELG  Children at the expected level of development will:  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;  Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | | |
| Managing Self - ELG  Children at the expected level of development will:  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly;  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | | |
| Building Relationships - ELG  Children at the expected level of development will:  Work and play cooperatively and take turns with others;  Form positive attachments to adults and friendships with peers;  Show sensitivity to their own and to others’ needs. | | |
|  | **Communication & Language**   * Listening, Attention and Understanding * Speaking | Songs, Stories & Rhymes  Circle Time (games and discussions)  Role Play – home, opticians, hairdressers, spooky kitchen, forest, Santa’s workshop  Whole class adult input  Small group adult led  Continuous provision | Songs, Stories & Rhymes  Circle Time (games and discussions)  Role Play – space station, travel agent, safari, restaurant/café , garden centre, Jack’s castle, pirate ship  Whole class adult input  Small group adult led  Continuous provision | Songs, Stories & Rhymes  Circle Time (games and discussions)  Role Play – restaurant/café , garden centre, pirate ship  Whole class adult input  Small group adult led  Continuous provision |
| Listening, Attention and Understanding – ELG  Children at the expected level of development will:  Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;  Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | | |
| Speaking – ELG  Children will,  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | | |
|  | **Physical Development**   * Gross Motor Skills * Fine Motor Skills | PE – Real PE;  Unit 1; The Birthday Bike Surprise, Pirate Planks  Unit 2; Journey to the Blue Planet, Monkey Business  Dance;  Room on the Broom, Penny for the Guy  Yoga  Self-care – independent use of the toilet and washing hands, snack choices, daily routine  Daily Access to large wheeled toys, large building blocks, crate and planks for construction  Daily access to playdough and fine motor activities  Daily access to writing opportunities  Developing a comfortable pencil grip and beginning to form letters  Fresh Air Friday activities | PE;  Large apparatus and gymnastics  Dance;  Space  Yoga  Self-care – independent use of the toilet and washing hands, snack choices, daily routine  Daily Access to large wheeled toys, large building blocks, crates and planks for construction  Safe transportation and storage of equipment  Daily access to playdough and fine motor activities  Daily access to writing opportunities  Letter formation  Fresh Air Friday activities  Exploring different fruits | PE – Real PE;  Unit 3; Tilly the Train’s Big Day, Thembi Walks the Tightrope  Unit 4; Clowning Around, Wendy’s Water Ski Challenge  Unit 5; John and Jasmine Learn to Juggle, Ringo to the Rescue  Unit 6; Sammy Squirrel and his Rolling Nuts, Caspar the Very Clever Cat  Yoga  Self-care – independent use of the toilet and washing hands, snack and lunch choices, daily routine  Daily Access to large wheeled toys, large building blocks, crates and planks for construction  Safe transportation and storage of equipment  Daily access to playdough and fine motor activities  Daily access to writing opportunities  Letter formation  Fresh Air Friday activities |
| Gross Motor Skills – ELG  Children at the expected level of development will:  Negotiate space and obstacles safely, with consideration for themselves and others;  Demonstrate strength, balance and coordination when playing;  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | | |
| Fine Motor Skills - ELG  Children at the expected level of development will:  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;  Use a range of small tools, including scissors, paint brushes and cutlery;  Begin to show accuracy and care when drawing. | | |
| **Specific Areas** | | | | |
|  | **Literacy**   * Comprehension * Word Reading | Phase 1 Letters and Sounds – phonological awareness  Phase 2 - Single phoneme recognition,  s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss  Phase 3 - Single phoneme recognition,  j, v, w, x, y, z, zz, qu  Introduction to VC and CVC blending and segmenting  Introduce and develop Home/School reading  High frequency word recognition - Word Walls  ORT Big Books  Topic related key stories and favourite class stories | Phase 3 - Digraph recognition ,  sh, ch, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, er  CVC / CVCC / CCVC blending and segmenting including digraphs  Home/School reading  High frequency word recognition - Word Walls  Topic related key stories and favourite class stories  Reading captions, labels and sentences with growing independence | Phase 3 - Digraph recognition,  ear, air, ure  Phase 5 - Split digraph recognition,  e-e, a-e, o-e, i-e, u-e  CVC / CVCC / CCVC / CCVCC blending and segmenting including digraphs  Home/School reading  High frequency word recognition - Word Walls  Topic related key stories and favourite class stories  Reading captions, labels and sentences independently |
| Comprehension – ELG  Children at the expected level of development will:  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;  Anticipate – where appropriate – key events in stories;  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | | |
| Word Reading - ELG  Children at the expected level of development will:  Say a sound for each letter in the alphabet and at least 10 digraphs;  Read words consistent with their phonic knowledge by sound-blending;  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | | |
| * Writing | Letter formation – in and using a variety of media  Phoneme / grapheme correspondence  Writing own name  Daily access to writing opportunities in all areas of the classroom – give meaning to marks made  Labelling pictures with initial letter or dominant sounds  Magic potions, firework noises, speech bubbles, retelling stories and own experiences, facts about nocturnal animals, letter to Santa | Letter formation  Phoneme / grapheme correspondence  Daily access to writing opportunities in all areas of the classroom– give meaning to marks made  Spelling HFWs  Guided Writing – sentences – using letters to communicate meaning  Non-fiction writing about planets, astronauts kit list, diary from space, label space picture, sentences stimulated by space pictures, passports, compare life in Kenya/UK, retell story of Handa, recount making fruit salad, menus, facts about African animals | Letter formation  Phoneme / grapheme correspondence  Spelling HFWs  Guided Writing - sentences  Writing captions, labels and sentences independently  Bean / sunflower dairy, writing letters to Jack / Giant, recount own experiences, sentences from story stimulus, writing about observations of caterpillar growth, menus |
| Writing – ELG  Children at the expected level of development will:  Write recognisable letters, most of which are correctly formed;  Spell words by identifying sounds in them and representing the sounds with a letter or letters;  Write simple phrases and sentences that can be read by others. | | |
|  | **Maths**   * Number * Numerical Patterns | Numbers to 5  Recognition, counting, counting with 1-1 correspondence, sorting, ordering, comparing, more/less, addition, subtraction, partitioning, composition of numbers to 5, identifying missing numbers, subitising, writing numerals to 5.  Number rhymes and counting songs  Number in meaningful contexts – calendar, daily routine, message board, birthday chart | Numbers to 10  Recognition, counting, counting with 1-1 correspondence, ordering, comparing, more/less, addition, subtraction, partitioning, composition of numbers to 10, number bonds to 5 and 10, subitising, doubling and halving numbers, odd and even numbers, writing numerals to 10.  Number rhymes and counting songs  Number in meaningful contexts – calendar, daily routine, message board, birthday chart | Numbers to 20  Recognition, counting, counting with 1-1 correspondence, ordering, comparing, more/less, addition by counting on, subtraction by counting back, doubling, halving and sharing, arrays, odd and even numbers, place value in numbers to 20, writing numerals to 20  Number rhymes and counting songs  Number in meaningful contexts – calendar, daily routine, message board, birthday chart |
| Number – ELG  Children at the expected level of development will:  Have a deep understanding of number to 10, including the composition of each number;  Subitise (recognise quantities without counting) up to 5;  Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. | | |
| Numerical Patterns – ELG  Children at the expected level of development will:  Verbally count beyond 20, recognising the pattern of the counting system;  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | |
|  | **Understanding the World**   * Past and Present * People, Culture and Communities | **Topics**: *Ourselves, In the Dark, Christmas*  My family/time line  Our bodies and our senses  Keeping healthy  Changes from babies to present day  Similarities and differences between our friends  People who help us  Harvest  Birthdays  Diwali  Bonfire night  Christmas and Christmas traditions  Christmas in the past | **Topics**: *Chinese* *New Year, Space, Kenya, Easter*  Compare and contrast our experiences with those of children in Kenya  Chinese New Year  Friends of Jesus  Easter  Birthdays | **Topics**: *Minibeasts, In the Garden, Pirates*  Pirates  Birthdays  Transition to Year One |
| Past and Present - ELG  Children at the expected level of development will:  Talk about the lives of the people around them and their roles in society;  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  Understand the past through settings, characters and events encountered in books read in class and storytelling. | | |
| People Culture and Communities - ELG  Children at the expected level of development will:  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;  Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | | |
|  | * The Natural World | Our school environment  Observing the changing seasons  Night and day  Sources of light  Nocturnal animals  Kielder Birds of Prey to visit school | Our school environment  Observing the changing seasons  The Solar System  Space travel  Sources of light including the sun, darkness as the absence of light  Whickham on planet Earth  Forces - pushes and pulls  Maps – location of UK, Kenya  Journeys and methods of transport  Compare and contrast our locality with Kenya  Weather  African food and culture | Our school environment  Observing the changing seasons  Taking care of our environment  Plant growth  Mini-beasts and their life cycles  Observations of nature  Minibeast hunts  Habitats  Visit to Kirkley Hall |
| The Natural World – ELG  Children at the expected level of development will:  Explore the natural world around them, making observations and drawing pictures of animals and plants;  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | |
|  | **Expressive Arts & Design**   * Creating with Materials | Daily access to art and design materials  Develop control of scissors and other tools – hole punch etc.  Self-portraits and pictures of family  Firework pictures  Owl pictures  Printing  Colour mixing  Junk modelling  Designing birthday cards  Diwali lamps  Christmas Cards | Daily access to art and design materials  Develop control of scissors and other tools – hole punch etc.  Plan and make a model  Cutting / joining / finishing  Rockets  Space pictures  Alien masks  Easter cards and Mother’s Day cards  Flags  African music and songs  African necklaces  African animal pictures  African traditional dress collage  Silhouette / sunset paintings  Fruit still life pictures using oil pastels | Plan and make a model, adapting work as appropriate  Select tools and evaluate process  Minibeast models  Symmetrical butterflies  Butterfly sun catchers  Van Gogh’s sunflowers  Flower still life pictures  Caterpillar life cycle wheels  Moving caterpillars  Bug hotel  Pirate maps  Pirate masks  Pirate ships |
| Creating with Materials - ELG  Children at the expected level of development will:  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  Share their creations, explaining the process they have used;  Make use of props and materials when role playing characters in narratives and stories. | | |
| * Being Imaginative and Expressive | Daily singing  Dance (PD)  Exploring the sound of instruments  Role play linked to topic (C&L)  Christmas performance | Daily singing  Dance (PD)  Exploring instruments to create space sounds  Role play linked to topic (C&L) | Daily singing  Adding percussion instruments to songs  Role play linked to topic (C&L)  Class assembly |
| Being Imaginative and Expressive - ELG  Children at the expected level of development will:  Invent, adapt and recount narratives and stories with peers and their teacher;  Sing a range of well-known nursery rhymes and songs;  Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. | | |
|  | **French** | Greetings  Songs – Bonjour tous les mondes, Baa Baa Mouton Noir | Numbers to 10  Songs – Bonjour tous les mondes, Baa Baa Mouton Noir, I can count, Vieux McDonald  French Day (counting to 10, please, thank you, simple fruit – linked to snack time)  Songs | Greetings  Numbers to 10  Songs - Bonjour tous les mondes, Baa Baa Mouton Noir, I can count, Vieux McDonald, I can sing a rainbow, Heads, shoulders, knees and toes |