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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 routinesLearning names of staff and childrenSharing of rules and routinesCircle timeWhole class adult inputSmall group adult ledContinuous provision | Sharing of rules and routinesCircle timeWhole class adult inputSmall group adult ledContinuous provision | Sharing of rules and routinesCircle timeWhole class adult inputSmall group adult ledContinuous provisionTransition to Year One |
| Self Regulation - ELGChildren 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 - ELGChildren 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 - ELGChildren 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 & RhymesCircle Time (games and discussions)Role Play – home, opticians, hairdressers, spooky kitchen, forest, Santa’s workshopWhole class adult inputSmall group adult ledContinuous provision | Songs, Stories & RhymesCircle Time (games and discussions)Role Play – space station, travel agent, safari, restaurant/café , garden centre, Jack’s castle, pirate shipWhole class adult inputSmall group adult ledContinuous provision | Songs, Stories & RhymesCircle Time (games and discussions)Role Play – restaurant/café , garden centre, pirate ship Whole class adult inputSmall group adult ledContinuous provision |
| Listening, Attention and Understanding – ELGChildren 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 – ELGChildren 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 PlanksUnit 2; Journey to the Blue Planet, Monkey BusinessDance; Room on the Broom, Penny for the GuyYogaSelf-care – independent use of the toilet and washing hands, snack choices, daily routineDaily Access to large wheeled toys, large building blocks, crate and planks for constructionDaily access to playdough and fine motor activitiesDaily access to writing opportunitiesDeveloping a comfortable pencil grip and beginning to form lettersFresh Air Friday activities | PE;Large apparatus and gymnasticsDance;SpaceYogaSelf-care – independent use of the toilet and washing hands, snack choices, daily routineDaily Access to large wheeled toys, large building blocks, crates and planks for constructionSafe transportation and storage of equipmentDaily access to playdough and fine motor activitiesDaily access to writing opportunitiesLetter formationFresh Air Friday activitiesExploring different fruits | PE – Real PE;Unit 3; Tilly the Train’s Big Day, Thembi Walks the TightropeUnit 4; Clowning Around, Wendy’s Water Ski ChallengeUnit 5; John and Jasmine Learn to Juggle, Ringo to the RescueUnit 6; Sammy Squirrel and his Rolling Nuts, Caspar the Very Clever CatYogaSelf-care – independent use of the toilet and washing hands, snack and lunch choices, daily routineDaily Access to large wheeled toys, large building blocks, crates and planks for constructionSafe transportation and storage of equipmentDaily access to playdough and fine motor activitiesDaily access to writing opportunitiesLetter formationFresh Air Friday activities |
| Gross Motor Skills – ELGChildren 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, ssPhase 3 - Single phoneme recognition,j, v, w, x, y, z, zz, qu Introduction to VC and CVC blending and segmentingIntroduce and develop Home/School readingHigh frequency word recognition - Word WallsORT Big BooksTopic 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, erCVC / CVCC / CCVC blending and segmenting including digraphs Home/School readingHigh frequency word recognition - Word WallsTopic related key stories and favourite class storiesReading captions, labels and sentences with growing independence  | Phase 3 - Digraph recognition,ear, air, urePhase 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 readingHigh frequency word recognition - Word WallsTopic related key stories and favourite class storiesReading captions, labels and sentences independently  |
| Comprehension – ELGChildren 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 - ELGChildren 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 mediaPhoneme / grapheme correspondenceWriting own nameDaily access to writing opportunities in all areas of the classroom – give meaning to marks madeLabelling pictures with initial letter or dominant soundsMagic potions, firework noises, speech bubbles, retelling stories and own experiences, facts about nocturnal animals, letter to Santa | Letter formationPhoneme / grapheme correspondenceDaily access to writing opportunities in all areas of the classroom– give meaning to marks madeSpelling HFWsGuided Writing – sentences – using letters to communicate meaningNon-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 formationPhoneme / grapheme correspondenceSpelling HFWsGuided Writing - sentencesWriting 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 – ELGChildren 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 5Recognition, 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 songsNumber in meaningful contexts – calendar, daily routine, message board, birthday chart | Numbers to 10Recognition, 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 songsNumber in meaningful contexts – calendar, daily routine, message board, birthday chart | Numbers to 20Recognition, 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 20Number rhymes and counting songsNumber 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 – ELGChildren 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 lineOur bodies and our sensesKeeping healthyChanges from babies to present daySimilarities and differences between our friendsPeople who help usHarvestBirthdaysDiwaliBonfire nightChristmas and Christmas traditionsChristmas in the past | **Topics**: *Chinese* *New Year, Space, Kenya, Easter*Compare and contrast our experiences with those of children in KenyaChinese New YearFriends of JesusEasterBirthdays | **Topics**: *Minibeasts, In the Garden, Pirates*PiratesBirthdaysTransition 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 environmentObserving the changing seasons Night and daySources of lightNocturnal animalsKielder Birds of Prey to visit school | Our school environmentObserving the changing seasons The Solar SystemSpace travelSources of light including the sun, darkness as the absence of lightWhickham on planet EarthForces - pushes and pullsMaps – location of UK, KenyaJourneys and methods of transportCompare and contrast our locality with KenyaWeatherAfrican food and culture | Our school environmentObserving the changing seasons Taking care of our environmentPlant growthMini-beasts and their life cyclesObservations of natureMinibeast huntsHabitatsVisit to Kirkley Hall |
| The Natural World – ELGChildren 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 familyFirework picturesOwl picturesPrintingColour mixingJunk modellingDesigning birthday cardsDiwali lampsChristmas Cards | Daily access to art and design materials Develop control of scissors and other tools – hole punch etc.Plan and make a modelCutting / joining / finishingRocketsSpace picturesAlien masksEaster cards and Mother’s Day cardsFlagsAfrican music and songsAfrican necklacesAfrican animal picturesAfrican traditional dress collage Silhouette / sunset paintingsFruit still life pictures using oil pastels  | Plan and make a model, adapting work as appropriateSelect tools and evaluate processMinibeast modelsSymmetrical butterflies Butterfly sun catchersVan Gogh’s sunflowersFlower still life pictures Caterpillar life cycle wheelsMoving caterpillarsBug hotelPirate mapsPirate masksPirate 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 singingDance (PD)Exploring the sound of instrumentsRole play linked to topic (C&L)Christmas performance | Daily singing Dance (PD)Exploring instruments to create space soundsRole play linked to topic (C&L) | Daily singingAdding percussion instruments to songsRole 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** | GreetingsSongs – Bonjour tous les mondes, Baa Baa Mouton Noir | Numbers to 10Songs – Bonjour tous les mondes, Baa Baa Mouton Noir, I can count, Vieux McDonaldFrench Day (counting to 10, please, thank you, simple fruit – linked to snack time)Songs | GreetingsNumbers to 10Songs - Bonjour tous les mondes, Baa Baa Mouton Noir, I can count, Vieux McDonald, I can sing a rainbow, Heads, shoulders, knees and toes |