

Year R Curriculum Map 2021-22

What is our Curriculum?

In Reception, we support the children to work towards achieving their Early Learning Goals at the end of Reception. We believe that children learn best through their interests and fascinations, and we aim to encourage independent learners. We support this through child-initiated learning in a carefully organised and planned enabling environment. Through child initiated learning, the children can develop their skills and characteristics of effective learning such as curiosity, concentration, perseverance, problem solving, risk taking and planning and imagination during purposeful active play and experiences. Adults support this learning in a range of ways, through in the moment planning, such as by communicating and modelling language, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative, facilitating and setting challenges.

We also plan for daily adult-led sessions and enhancements to the environment throughout the year. Some of these are pre-planned to give children a key body of knowledge and skills from their time in Reception, and some will arise from the children’s needs and interests. We recognise that children are individual in their learning and development and we would expect the key skills outlined below to continue to develop throughout the year, with teachers using their skills and knowledge to observe where children are at and help them to move forwards. The children also take part in weekly sessions of Forest School, Music and PE, planned and taught by specialist teachers.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Throughout the year, the children will have opportunities to develop their Communication and Language skills through a range of individual, small group and whole class activities – these include circle games and carpet times, stories, poems, non-fiction texts and related follow up activities (including role-play and story re-telling), learning new vocabulary linked to enhancements, songs and rhyme time. We identify core stories, poems and rhymes that children will get to know really well. In addition, communication and language skills are developed through children’s curiosities and interests during child initiated learning time and interactions with adults and peers.					
Core texts, poems, songs and rhymes	Core texts - Fiction Owl Babies The Gruffalo Elmer Rhyme and poems - Oi frog! Non-fiction texts – me and my body	Core texts - Fiction Handa’s Surprise The Little Red Hen The Nativity (through drama) Rhyme and poems- monkey and me Non-fiction texts – People who help us	Core texts - Fiction Whatever Next How to catch a Star Beegu Rhyme and poems- Very noisy poems Non- fiction texts- Healthy practises	Core texts - Fiction The Three Billy Goats Gruff The Gingerbread Man/The Runaway Chapatti Rhyme and poems- The Walker book of first rhymes Non-fiction texts - Animals and habitats	Core text - Fiction The very Hungry Caterpillar Jasper’s Beanstalk The very lazy ladybird Rhyme and poems- Fantastic first poems- June Crebbin Non-fiction texts – lifecycles	Core text - Fiction The Train Ride Mrs Armitage on wheels The Night Pirates Rhyme and poems: Commotion in the Ocean Non-fiction texts – Reduce, reuse, recycle

Key skills/learning, taken from, Development Matters 2020

Physical Development

Key skills/learning, taken from, Development Matters 2020

Personal, Social and Emotional Development

Understand how to listen carefully and why listening is important.
 Learn new vocabulary.
 Use new vocabulary through the day.
 Ask questions to find out more and to check they understand what has been said to them.
 Articulate their ideas and thoughts in well-formed sentences.
 Connect one idea or action to another using a range of connectives.
 Describe events in some detail.
 Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
 Develop social phrases.
 Engage in story times.
 Listen to and talk about stories to build familiarity and understanding.
 Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
 Use new vocabulary in different contexts.
 Listen carefully to rhymes and songs, paying attention to how they sound.
 Learn rhymes, poems and songs.
 Engage in non-fiction books.
 Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Throughout the year, the children will have opportunities to develop their skills through a range of individual, small group and whole class activities – these include funky fingers sessions, pen disco, handwriting sessions, and P.E. sessions.
 In addition, physical skills are developed through access to physical resources during their child initiated learning time, with the support of adults and peers.

Revise and refine the fundamental movement skills they have already acquired:
 - rolling - walking - running – skipping - crawling - jumping - hopping - climbing
 Progress towards a more fluent style of moving, with developing control and grace.
 Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
 Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
 Combine different movements with ease and fluency.
 Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
 Develop overall body-strength, balance, co-ordination and agility.
 Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
 Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
 Develop the foundations of a handwriting style which is fast, accurate and efficient, using letter formation rhymes from the RWI programme.
 Further develop the skills they need to manage the school day successfully:
 - lining up and queuing - mealtimes

The school as a whole follows the SEAL PSHRE curriculum, as outlined below. These units enable children to develop the key Reception PSED skills shown underneath.
 In addition, PSED skills are developed through children’s interactions with adults and peers during child initiated learning time.

SEAL-New beginnings	SEAL-Getting on and falling out	SEAL-Going for goals	SEAL-Good to be me	SEAL-Relationships	SEAL-Changes
		-Knowing myself			

	<ul style="list-style-type: none"> -Classroom routines and expectations -Belonging -Self-awareness -My feelings -Sharing 	<ul style="list-style-type: none"> -Friendships- playing with others -Saying sorry -Golden rules -Expressing feelings -Resolving conflicts 	<ul style="list-style-type: none"> -What is a goal -Set goals for myself -Planning -Persist to achieve a goal 	<ul style="list-style-type: none"> -Talk about feelings and reasons – excited and proud -Take risks -Express own wants, needs, rights appropriately 	<ul style="list-style-type: none"> -Express feelings when sad /angry -Understand fair/unfair -Talks about feelings of loss or when something is missing/absent -Talk about those they love -Recognise others feelings 	<ul style="list-style-type: none"> -Know and talk about how I have changed /grown -Remember past feelings -Know how change makes me feel -Help others when they feel sad -Know how to make my classroom etc better
<p style="text-align: center;">Key skills/learning, taken from, Development Matters 2020</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. - Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of ‘screen time’ - healthy eating - having a good sleep routine - toothbrushing - being a safe pedestrian - staying safe in the sun</p>					
<p style="text-align: center;">Literacy</p>	<p style="text-align: center;">We teach children in Reception to read and write using the sound progression of the Read Write Inc phonics programme, which is followed throughout Reception and Key Stage 1. The expected progression in knowledge is outlined below. The programme enables children to develop the key Literacy skills shown underneath. In addition, Literacy skills are developed through children’s curiosities and interests, and interaction with our enabling environment, with support from adults during child initiated learning time.</p>					
	<p style="text-align: center;">Read Write Inc.</p> <p>Set 1 single letter sounds</p> <p>Blending for reading (fred-talk) – VC/CVC words Read sound blending books, Ditty sheets. Common Exception words that appear in Ditty Sheets.</p> <p>Segmenting for spelling (fred fingers) – VC/CVC words</p>	<p style="text-align: center;">Read Write Inc.</p> <p>Set 1 consonant digraphs, and some Set 2 vowel digraphs.</p> <p>Blending for reading (fred-talk) – CCVC/CVCC words Start to use Fred-in-your-head to read familiar words. Read Red Ditties, Green Story books (introduce capital letters). Common Exception words that appear in Red and Green Ditties/Stories.</p> <p>Segmenting for spelling (fred fingers) - CCVC/CVCC words</p>	<p style="text-align: center;">Read Write Inc.</p> <p>Remaining Set 2 vowel digraphs/trigraphs.</p> <p>Blending for reading (fred-talk) – words with all Set 1 and 2 sounds. Increase the number of words read with Fred-in-your-head. Read Green story books, Purple Story books. Common Exception words that appear in Purple Stories. Learn alphabet names.</p> <p>Segmenting for spelling (fred fingers) - words with all Set 1 and 2 sounds.</p>			

Key skills/learning, taken from, Development Matters 2020

Mathematics

<p>Letter formation rhymes. Writing own name with a model.</p>	<p>Continue to practise letter formation, and start to sit letters on line where appropriate. Writing own name without a model. Start to 'hold a sentence' and write it down, using finger spaces, and re-reading it.</p>	<p>Continue to practise letter formation, and sit letters on line where appropriate. Start to write Capital letters. Writing own name without a model and with consistently accurate letter formation. Continue to develop skills in 'hold a sentence' and write it down, using finger spaces and starting to use full stops. Start to compose own sentences orally, and write them down.</p>
<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>		
<p>We teach maths to Reception children using the White Rose scheme of learning, which is followed throughout the school. We also enhance this with NRICH problem solving activities throughout the school. The expected progression in knowledge is outlined below. Together, these enable children to develop the key Maths skills shown underneath. In addition, Maths skills are developed through children's curiosities and interests, and interaction with our enabling environment, with support from adults during child initiated learning time.</p>		
<p style="text-align: center;">White Rose:</p> <ol style="list-style-type: none"> 1. Settling in – class routines, times of day, timetable, where do things live? 2. Just like me – Match and sort, compare amounts, compare size/mass/capacity, explore simple patterns 3. It's Me 123 – Representing, comparing and composing 1, 2 and 3, circles and triangles, positional language 4. Light and Dark – Representing numbers to 5, 1 more and 1 less, shapes with 4 sides, time <p style="text-align: center;">Core linked texts:</p>	<p style="text-align: center;">White Rose:</p> <ol style="list-style-type: none"> 1. Alive in 5 – Introducing 0, comparing numbers to 5, composition of 4 and 5, compare mass and capacity (2) 2. Growing 6, 7, and 8 – Representing and composing 6, 7 and 8, making pairs, combining 2 groups, length and height, time (2) 3. Building 9 and 10 - Representing and composing 9 and 10, comparing numbers to 10, Bonds to 10, 3d shape, pattern (2) <p style="text-align: center;">Core linked texts:</p>	<p style="text-align: center;">White Rose:</p> <ol style="list-style-type: none"> 1. To 20 and beyond - Building numbers beyond 10, counting patterns beyond 10, spatial reasoning (1): match, rotate, manipulate 2. First, Then, Now – Adding More, Taking Away, Spatial Reasoning (2): Compose and Decompose 3. Find my pattern – Doubling, sharing and grouping, Even and Odd, Spatial Reasoning (3) :Visualise and Build 4. On the move – Deepening understanding of patterns and relationships, Spatial Reasoning (4): Mapping

			Core linked texts:			
<p style="text-align: center;">Key skills/learning, taken from, Development Matters 2020</p>	<p style="text-align: center;">NRICH:</p> <p>Number – Hidden Jewels (subitising to 3) Shape and measure – Shapes in the bag (2D shapes)</p>	<p style="text-align: center;">NRICH:</p> <p>Number and place – Number talks (composition), The voting station (counting, comparison), Counting collections (recording) Shape and measure – making patterns, water water (capacity)</p>	<p style="text-align: center;">NRICH:</p> <p>Number – number story time (sharing out treasure) The box game (addition and subtraction) Shape and measure – making caterpillars (length, width, non-standard measures)</p>			
	<p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>					
<p style="text-align: center;">UTW Key skills/learning</p>	<p>Throughout the year, the children will have opportunities to develop their understanding of the world through a range of individual, small group and whole class activities – these include through core story and carpet times, Forest School, visitors and trips and focused small group activities such as cooking. Some of these will be planned, such as focusing on the changing seasons, looking at celebrations, and our key experiences, and some will arise from children’s fascinations. We also teach RE each week, following an agreed school curriculum.</p> <p style="text-align: center;">In addition, knowledge of the world is developed through children’s curiosities and interests during child initiated learning time, opportunities for them to interact with resources in a carefully planned environment, and interactions with adults and peers.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> <u>Seasonal Changes – Summer to Autumn Celebrations and Special Events – Harvest, Diwali, Fireworks night, Christmas, Art week</u> <u>Key experiences:</u> Trip to visit the library, visit from a fire engine, tasting exotic fruits from Handa’s surprise, exploring pumpkins, cooking bread <u>Possible themes to explore:</u> My family and other people’s, All about me now and then, People in my community, Night and day, Light and dark </td> <td style="width: 33%; padding: 5px;"> <u>Seasonal Changes – Winter- Spring Celebrations and Special Events – Chinese New Year, Shrove Tuesday, Mother’s Day, World Book Day, Red nose Day, Easter (visiting the church)</u> <u>Key experiences:</u> exploring ice, exploring animals and habitats around the world (visit from animal handler), enjoying experiments as part of science week, cooking pancakes <u>Possible themes to explore:</u> Dinosaurs and other animals, frozen planet and extreme environments, Space </td> <td style="width: 33%; padding: 5px;"> <u>Seasonal Changes – Spring – Summer Celebrations and special events - World Environment day, Sports Day, Watching the Y4 production</u> <u>Key experiences:</u> caterpillar metamorphosis, picnic at the park, programming beebots, make and decorate cakes, grow a bean <u>Possible themes to explore:</u> Growth and change, Life cycles, Travel and holidays </td> </tr> </table>			<u>Seasonal Changes – Summer to Autumn Celebrations and Special Events – Harvest, Diwali, Fireworks night, Christmas, Art week</u> <u>Key experiences:</u> Trip to visit the library, visit from a fire engine, tasting exotic fruits from Handa’s surprise, exploring pumpkins, cooking bread <u>Possible themes to explore:</u> My family and other people’s, All about me now and then, People in my community, Night and day, Light and dark	<u>Seasonal Changes – Winter- Spring Celebrations and Special Events – Chinese New Year, Shrove Tuesday, Mother’s Day, World Book Day, Red nose Day, Easter (visiting the church)</u> <u>Key experiences:</u> exploring ice, exploring animals and habitats around the world (visit from animal handler), enjoying experiments as part of science week, cooking pancakes <u>Possible themes to explore:</u> Dinosaurs and other animals, frozen planet and extreme environments, Space	<u>Seasonal Changes – Spring – Summer Celebrations and special events - World Environment day, Sports Day, Watching the Y4 production</u> <u>Key experiences:</u> caterpillar metamorphosis, picnic at the park, programming beebots, make and decorate cakes, grow a bean <u>Possible themes to explore:</u> Growth and change, Life cycles, Travel and holidays
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RE						
	Festivals, people and communities Exploring places, dress, food and music Jesus' birthday story <i>UC link F.2 Why do Christians perform nativity plays at Christmas?</i>	Exploring wedding ceremonies Creation, awe and wonder of the natural world Remembering Jesus at Easter <i>UC link F.3 Why do Christians put a cross in an Easter garden?</i>	Sacred spaces, simple prayers and time to reflect Treating the world fairly – taking Responsibility God and other big questions <i>UC link F.1 Why is the word 'God' so important to Christians?</i>			
Key skills/learning, taken from, Development Matters 2020	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. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. 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. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.					
	Throughout the year, the children will have opportunities to develop their EAD skills through a range of individual, small group and whole class activities – these include Music sessions, guided roleplay based on core texts, core songs and rhyme times, and opportunities to look at specific artists and their styles, as well as explore specific techniques. Below are key experiences and knowledge children will gain through adult-led activities. In addition, EAD skills are developed through children's curiosities and interests during child initiated learning time and interactions with a well-resourced environment, adults and peers.					
EAD	Careful observation - Self portraits with paint/loose parts Explore Jackson Pollock – gross motor art	Exploring clay – Diwali lamp pinch pots Careful observation – drawing fruit Explore Kandinsky – link to maths Printing – Christmas cards and wrapping paper	Observational art – winter scenes Winter art – ice art Following craft instructions - Mother's Day Cards	Colour mixing explorations Observational art – paint daffodils	Aboriginal art – exploring dot art	Explore Vincent Van Gogh's Sunflowers – draw sunflowers with oil pastels

<p>Key skills/learning, taken from, Development Matters 2020</p>	<p>Introduction to woodwork, construction area, role play spaces</p> <p>Music: Body percussion Harvest songs</p>	<p>Music: The first Christmas Exploring pitch and singing</p> <p>Performing – Nativity at the church</p>	<p>Music: Stories (Three Bears, Chinese new year) Selecting musical instruments</p>	<p>Music: Animals and Pets Exploring graphic notation and symbols Easter</p>	<p>Music: Growth – lifecycles and change Exploring rhythm and pulse</p>	<p>Music: Our environment Descriptive sounds</p>
	<p>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.</p>					

Please also look at our environment planning documents for our provision, and our key learning for each area of provision which show how we have create maximum opportunities for skill development in our enabling environment.