

Reception Curriculum Map 2021 – 2022

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><i>All About Me</i></p> <p><i>Rio Festival</i></p>		<p><i>Transport</i></p>		<p><i>The World Around Us (including minibeasts and the garden)</i></p>	
Literacy	<p><b>Where the Wild Things Are</b></p>  <p>STORY AND PICTURES BY MAURICE SENDAK</p>	<p><b>Bringing the Rain to Kapiti Plain</b></p> 	<p><b>The Magic Paintbrush</b></p> 	<p><b>The Tiny Seed</b></p> 	<p><b>The Night Pirates</b></p> 	<p><b>So Much!</b></p> 
Literacy	<p>Shared Reading – Traditional Tales</p> 	<p>Shared Reading – Families</p> 	<p>Shared Reading – Journeys</p> 	<p>Shared Reading – Rhymes and Poems</p> 	<p>Shared Reading – Non-fiction: Mini-beasts</p> 	<p>Shared Reading: Author Study: Nadia Shireen</p> 

<p><b>Mathematics</b></p>	<p><b>Getting to Know You Just Like Me!</b></p> <p>Matching and Sorting Comparing Amounts Comparing Size, Mass &amp; Capacity Exploring Pattern</p>	<p><b>It's Me 1, 2, 3! Light and Dark</b></p> <p>Representing 1, 2 &amp; 3 Comparing 1, 2 &amp; 3 Composition of 1, 2 &amp; 3 Circles and Triangles Positional Language</p>	<p><b>Alive in 5! Growing 6, 7, 8!</b></p> <p>Introducing zero Comparing numbers to 5 Composition of 4 &amp; 5 Comparing Mass and Capacity 6, 7 &amp; 8 – Combining 2 amounts and making pairs. Length &amp; Height Time</p>	<p><b>Building 9 and 10 Consolidation</b></p> <p>Counting to 9 &amp; 10 Comparing numbers to 10 Bonds to 10 3D Shapes Spatial Awareness Patterns</p>	<p><b>To 20 and Beyond First, Then, Now</b></p> <p>Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning Match, Rotate, Manipulate Adding More Taking Away Spatial Reasoning Compose and Decompose</p>	<p><b>Find my Pattern On the Move</b></p> <p>Doubling Sharing &amp; Grouping Even &amp; Odd Spatial Reasoning Visualise and Build Patterns and Relationships</p>
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<p><b>Understanding the World</b></p>	<p><b>All About Me!</b></p> <ul style="list-style-type: none"> <li>• What makes us special/unique?</li> <li>• What makes my family special? Exploring similarities/ differences.</li> <li>• Where are we from? Create map for All About Me display.</li> <li>• Exploring emotions and feelings – how to respond.</li> <li>• Celebrate a range of religious festivals.</li> </ul> <p><b>Rio Carnival</b></p>		<p><b>Transport</b></p> <ul style="list-style-type: none"> <li>• What is transport?</li> <li>• What kinds of transport do we use and why?</li> <li>• How has transport changed over time?</li> <li>• Pros and cons of transport – link to environment.</li> <li>• Plan, design and evaluate our own type of transport.</li> </ul>		<p><b>The World Around Us (including minibeasts and the garden)</b></p> <ul style="list-style-type: none"> <li>• What is the natural environment ? What is man-made?</li> <li>• Make observations of our immediate environment.</li> <li>• Notice patterns in the natural environment (seasonal change).</li> <li>• Talk about how to care for the environment.</li> <li>• Explore minibeasts and tend to the plants in reception's garden.</li> </ul>	
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<p><b>Expressive Arts and Design</b></p>	<p>Artist Study: Mondrian</p> <p>Rio Carnival</p> <ul style="list-style-type: none"> <li>• Planning, designing and evaluating masks for carnival festival.</li> </ul> <p>Exploring art through the theme of 'All About Me!'</p> <ul style="list-style-type: none"> <li>• How do colours make us feel?</li> <li>• Create self-portraits.</li> <li>• Experiment with mixing colours.</li> <li>• Explore changes in colour – seasonal change.</li> <li>• Observe the features of ourselves and others.</li> <li>• Talk about parts of the body – represent using a range of materials.</li> </ul>		<p>Artist Study: Alma Thomas</p> <p>Exploring art through the theme of 'Transport'.</p> <ul style="list-style-type: none"> <li>• Explore the sounds that different forms of transport make – can we recreate using our bodies/instruments?</li> <li>• Learn nursery rhymes relating to transport.</li> <li>• Represent familiar types of transport using a variety of materials.</li> <li>• Plan, design and evaluate our own form of transport.</li> </ul>		<p>Artist Study: August Macke</p> <p>Exploring art through the theme of 'The World Around Us'.</p> <ul style="list-style-type: none"> <li>• Use natural materials to create paintings and drawings.</li> <li>• Talk about changes in seasons – how has the environment changed in colour/texture?</li> <li>• Use Ipad to document changes in garden.</li> <li>• Draw pictures and make observations of the animals and plants found in reception's garden.</li> <li>• Create posters explaining how to take care of the environment – place around the school.</li> </ul>	
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<p><b>Physical Development</b></p>	<p>PE Topic – Games (Invasion)</p> <p>Daily fine motor activities – out for children to access independently.</p> <p>Daily gross motor activities – bikes, obstacle equipment etc.</p>	<p>PE Topic – Dance</p> <p>Daily fine motor activities – out for children to access independently.</p> <p>Daily gross motor activities – bikes, obstacle equipment etc.</p>	<p>PE Topic - Gymnastics</p> <p>Daily fine motor activities – out for children to access independently.</p> <p>Daily gross motor activities – bikes, obstacle equipment etc.</p>	<p>PE Topic – Health and Fitness</p> <p>Daily fine motor activities – out for children to access independently.</p> <p>Daily gross motor activities – bikes, obstacle equipment etc.</p>	<p>PE Topic – Games (Striking and Hitting)</p> <p>Daily fine motor activities – out for children to access independently.</p> <p>Daily gross motor activities – bikes, obstacle equipment etc.</p>	<p>PE Topic - Athletics</p> <p>Daily fine motor activities – out for children to access independently.</p> <p>Daily gross motor activities – bikes, obstacle equipment etc.</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Understanding how it feels to belong and that we are similar and different.</li> <li>• Beginning to recognise and manage feelings.</li> <li>• Learning how to show kindness and work as part of a team.</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Identifying things that we and others are good at.</li> <li>• Learning to respect differences and show kindness.</li> <li>• Learning how to stand up for myself.</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Learning how to tackle challenges.</li> <li>• Setting goals and working towards them.</li> <li>• Using kind words to encourage others and motivate myself.</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Exploring the link between exercise, sleep, food, hygiene and good health.</li> <li>• Exploring oral hygiene.</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Identifying roles within the family.</li> <li>• Learning how to solve problems with friends.</li> <li>• Understanding the impact of kind and unkind words.</li> </ul>	<p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Naming parts of the body.</li> <li>• Exploring growth.</li> <li>• Expressing feelings about moving to year 1 – reflecting on reception.</li> </ul>

<p><b>Communication and Language</b></p>	<p>Introduce carpet and circle time rules – talking turns and listening to others.</p> <p>Introduce thinking time (during carpet sessions) – giving children time to decide what they want to say and how they will say it.</p> <p>Daily story time sessions – focussing on good listening and predicting possible endings and events in stories.</p> <p>Recap phase one phonics – phase one walks, rhyming, alliteration, oral segmenting/blending.</p>	<p>Daily story time sessions – focussing on good listening and predicting possible endings and events in stories.</p> <p>Talk about ‘good listening’ and how to be a good listener to others.</p> <p>Circle time – participate in small group, class and one-to-one discussions.</p> <p>Explore communication via musical play, role-play, rhyming and singing opportunities.</p>	<p>Daily story time sessions – focussing on good listening and predicting possible endings and events in stories.</p> <p>Talk about ‘good listening’ and how to be a good listener to others.</p> <p>Circle time – participate in small group, class and one-to-one discussions.</p> <p>Explore communication via musical play, role-play, rhyming and singing opportunities.</p>	<p>Daily story time sessions – focussing on good listening and predicting possible endings and events in stories.</p> <p>Talk about ‘good listening’ and how to be a good listener to others.</p> <p>Circle time – participate in small group, class and one-to-one discussions.</p> <p>Explore communication via musical play, role-play, rhyming and singing opportunities.</p>	<p>Daily story time sessions – focussing on good listening and predicting possible endings and events in stories.</p> <p>Talk about ‘good listening’ and how to be a good listener to others.</p> <p>Circle time – participate in small group, class and one-to-one discussions.</p> <p>Explore communication via musical play, role-play, rhyming and singing opportunities.</p>	<p>Daily story time sessions – focussing on good listening and predicting possible endings and events in stories.</p> <p>Talk about ‘good listening’ and how to be a good listener to others.</p> <p>Circle time – participate in small group, class and one-to-one discussions.</p> <p>Explore communication via musical play, role-play, rhyming and singing opportunities.</p>
<p><b>RE</b></p>	<p>Who made the wonderful world?</p>	<p>Why is Christmas so special to Christians?</p>	<p>How did Jesus rescue people?</p>	<p>What is so special about Easter?</p>	<p>What are the special symbols and how do Muslims pray?</p>	<p>Who cares for this special world?</p>