

Cleveland Road Primary School Curriculum Map – Reception, Autumn Term 2022-2023

	Autumn 1	Autumn 2
TOPIC	Working Together	
KEY TEXTS	<i>The Perfect Fit</i> by Naomi Jones & James Jones <i>Simon Sock</i> by Sue Hendra and Paul Linnet <i>Rainbow Fish</i> by Marcus Pfister	<i>What We'll Build</i> by Oliver Jeffers <i>Farmer Duck</i> by Martin Waddell <i>The Little Red Hen</i> – Ladybird First Favourite Tales
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> <i>Articles</i> <i>Insert Numbers</i>	Fostering a Love of Books As the children start school, they will begin to develop their knowledge and understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book (features of a book; spine, front cover, back cover, blurb, illustrator, author) and page sequencing. Daily story time will be used to promote a love of books as well as incorporating books into our in the moment planning and learning areas to inspire, engage and move pupils learning on.	Phonics Once Phonics lessons commence, children will be taught to read individual letters by saying the sounds for them and blend sounds into words, so that they can read short words made up of known letter-sound correspondences. As the children settle into their new class and develop their confidence, they will begin to engage in extended conversations about stories, learning new vocabulary and begin to use some of their print and letter knowledge in their early writing, for a purpose. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. (Initial sounds). The children will practice writing their name, with special care to ensure a capital letter is used for the first letter in their name and that lower-case letters are formed accurately.
MATHS <i>CRC Articles</i> <i>Insert Numbers</i>	Shapes and Counting Taking inspiration from our key text, <i>The Perfect Fit</i> by Naomi Jones & James Jones children will talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. As children demonstrate confidence, they will be taught to understand position through words alone – for example, "The bag is under the table," – with no pointing and describe a familiar route. Directional language will be taught with the support of Beebots. The children will be able to confidently select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc and combine shapes to make new ones – an arch, a bigger triangle etc.	Counting and Composition of Number Through games and using mathematical resources the children will gain faster recognition of up to 3 objects, without having to count them individually (subitising), recite numbers past 5 and say one number for each item in order: 1,2,3,4,5. ('Rules for counting') In developing their mathematical thinking, children will begin to understand that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') and show 'finger numbers' up to 5. The children will be able to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5, then 10 if they are ready and experiment with their own symbols and marks as well as numerals.

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	As they explore, children will talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. The children will be taught to extend and create ABAB patterns – stick, leaf, stick, leaf and notice and correct an error in a repeating pattern. Towards the end of the term, children will be able to confidently describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’	Children will be taught how to solve real world mathematical problems with numbers up to 5 and compare quantities using language: ‘more than’, ‘fewer than’.
PERSONAL SOCIAL AND EMOTIONAL Development CRC Articles 2, 6, 7, 12, 1	Settling In As children settle into their new school, they will be taught the class and school rules and expectations – especially in line with the 5Cs – <i>Commitment, Cooperation, Care, Courtesy and Consideration</i>. They will demonstrate becoming more outgoing with unfamiliar people, in the safe context of their setting, show more confidence in new social situations and play with one or more other children, extending and elaborating play ideas. The children will be taught key skills; class rules and routines, discussing their thoughts, feelings and interests and knowing how to tidy away once they have finished using the saying, “<i>You choose it, you use it, you put it away</i>”. Children will be able to increasingly follow rules, understanding why they are important and confidently select and use activities and resources, with help when needed. They will begin to demonstrate not always needing an adult to remind them of a rule.	Growing in Confidence and Self-Regulation As children continue to explore their creative side with the text, <i>What We’ll Build</i> children will be encouraged to share and talk about creations they make at school and have made at home. They will understand the importance of teamwork and grasping being a good member of a community, especially their class and year group community. This will help them to set, plan and achieve a goal they have chosen, or one which is suggested to them. Children will make lots of new friendships with the other children in their class and year group. They will be taught how to find solutions to conflicts and rivalries when these arise (for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas) alongside, developing appropriate ways of being assertive and talking with others to solve conflicts. As children transition to their new school and Reception classes, they will engage in regular conversations about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ and begin to understand how they and others might be feeling.

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COMMUNICATION AND DEVELOPMENT <i>CRC Articles 12, 13, 30</i>	Expressing Themselves As the children settle and feel safe in their setting and gain a sense of belonging, they will develop their confidence to start a conversation with an adult or a friend and continue it for many turns. This back-and-forth conversation will be modelled by all adults with the children so that they can engage in talk about their own interests, enabling them to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Children will demonstrate understanding a question or instruction that has two parts, such as “Get your coat and wait at the door”. They will begin to use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” Adults will support children to use longer sentences of four to six words and use a wider range of vocabulary.	Asking and Answering Questions As children develop their sense of wonder and inquisitiveness, they will want to ask questions and they will be learning to understand ‘how’ and ‘why’ questions like: “Why do we need tools?” when reading, <i>What We’ll Build</i> by Oliver Jeffers. They will discuss and follow their interests, using these to engage with more in-depth learning. During individual reading and daily story time, children will demonstrate enjoying listening to longer stories and remember much of what happens. Through role-play and oral rehearsal of repetitive refrains the children will enjoy and learn rhymes, be able to talk about familiar books, and be able to tell a long story and sing a large repertoire of songs.
PHYSICAL DEVELOPMENT <i>CRC Articles 24, 27</i>	Gross and Fine Motor Skills During the first term, children will have daily opportunities to develop their fine and gross motor skills with weekly PE sessions. The children will continue to develop their movement, balancing, riding (scooters, tricycles and bicycles) and ball skills. They will also explore skipping, hopping, standing on one leg and holding a pose for a game like musical statues. The children will be able to go up steps and stairs, or climb up apparatus, using alternate feet and use large-muscle movements to wave flags and streamers, paint and make marks. They will match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. All children will be supported and encouraged to start taking part in some group activities.	Gross and Fine Motor Skills When exploring writing and creative activities, children will begin to show a preference for a dominant hand, using a comfortable grip with good control when holding pens and pencils and begin to use one-handed tools and equipment, confidently. As children utilise dressing up clothes and waterproof clothing during water play children will demonstrate becoming increasingly independent as they get dressed and undressed and be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly, eating independently using a knife and fork and make healthy choices about food, drink, activity and tooth brushing.

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UNDERSTANDING OF THE WORLD <i>CRC Articles 16, 18, 23, 30, 31</i>	Ourselves and Family As the children begin to get to know each other, sharing who they are, their family and background, they will begin to make sense of their own life-story and family's history and use family related vocabulary and know that people have differences and similarities in their traditions, celebrations and festivals know that there are different countries in the world and talk about the differences they have experienced or seen in photos. They will continue to develop positive attitudes about the differences between people and show interest in different occupations. This will link into safeguarding and understanding and knowing how some people keep us safe.	Autumn Walk We would start this term with an Autumn walk to assist children's understanding and knowledge of weather and seasonal changes. The children will explore all areas of learning both in the classroom and outdoor play area where they will be able to talk about what they see, using a wide vocabulary, all children will begin to understand the need to respect and care for the natural environment and all living things using all their senses in hands-on exploration of natural materials. Throughout the term, children will explore collections of materials with similar and/or different properties and talk about the differences between materials and changes they notice alongside talking about different forces they can feel, exploring how things work.
EXPRESSIVE ARTS AND DESIGN <i>CRC Articles 29, 31</i>	Exploration and Creativity In the Autumn term, children will begin to explore different materials freely, to develop their ideas about how to use them and what to make. They will explore different textures and materials, deciding what would be most suited to express their ideas the best. Children will explore colour and colour-mixing, encouraged and in their own representations when drawing and painting, and create closed shapes with continuous lines, and begin to use these shapes to represent objects. Children will be taught to draw with increasing complexity and detail, such as representing a face with a circle by drawing self-portraits and including details alongside using drawing to represent ideas like movement or loud noises	Performing Through Expressive Arts and Designs, children will be extending their imaginative play ideas, taking part in simple pretend play, using an object to represent something else even though they may not be similar. The children will respond to what they have heard, expressing their thoughts and feelings and develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. They will have opportunities to explore and make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. The children will be taught to sing entire songs and there will be an opportunity to learn songs as part of a Christmas performance in front of an audience. They will demonstrate listening with increased attention to sounds, sing the pitch of a tone sung by another person ('pitch match'), Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs and create their own songs, or improvise a song around one they know. All children will have opportunities to explore playing instruments with increasing control to express their feelings and ideas both in the classroom and outdoor play areas.

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PSHE & RHE <i>CRC Articles 29, 31</i>	Being Me in My World • I understand how it feels to belong and that we are similar and different • I can start to recognise and manage my feelings • I enjoy working with others to make school a good place to be • I understand why it is good to be kind and use gentle hands • I am starting to understand children's rights and this means we should all be allowed to learn and play I am learning what being responsible means	Celebrating Differences • I can identify something I am good at and understand everyone is good at different things • I understand that being different makes us all special • I know we are all different but the same in some ways • I can tell you why I think my home is special to me • I can tell you how to be a kind friend I know which words to use to stand up for myself when someone says or does something unkind
Safeguarding <i>CRC Articles 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38</i>	Keeping Safe As the Reception children settle into their new school and setting, they will begin to develop trusting relationships with the adults within their class and year group. They will be supported and encouraged to share their thoughts and feelings with staff, who will support and guide children in line with the school's policy. Safeguarding awareness will be continually revisited within Reception, especially with online safety, stranger danger and being aware and being able to say who their safe adults are and how they help us. Children will learn the importance of using internet devices safely, with a grown-up when using any devices at school and at home. This will be further explored as part of computing sessions and 'online safety' awareness throughout the Autumn term and in the Spring and Summer terms.	Keeping Safe Reception pupils will be supported and encouraged to share their thoughts and feelings with staff, who will support and guide children in line with the school's policy. Safeguarding awareness will be continually revisited within Reception, especially with online safety, stranger danger and being aware and being able to say who their safe adults are and how they help us and begin to build up a list of safe adults that exist to help them (doctors, police, firefighters). Children will learn the importance of using internet devices safely, with a grown-up when using any devices at school and at home. This will be further explored as part of computing sessions and 'online safety' awareness throughout the Autumn term and in the Spring and Summer terms. The theme of looking at dangers in the home will allow children to understand that adults will sets rules.