

Cleveland Road Primary School Curriculum Map – Reception, Autumn Term 2021-2022

	AUTUMN TERM
TOPIC	<i>What We'll Build</i>
KEY TEXTS	<i>The Hueys in the New Jumper</i> by Oliver Jeffers <i>The Perfect Fit</i> by Naomi Jones & James Jones <i>What We'll Build</i> by Oliver Jeffers
Literacy Development <i>Convention on the Rights of the Child (CRC) Articles 28, 29, 31</i>	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 (<i>features of a book; spine, front cover, back cover, blurb, illustrator, author</i>) and page sequencing. They will begin to develop their phonological (<i>Phonics</i>) awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word (<i>incorporated as part of carrying out daily routines; 'line up', 'tidy up', 'jack-et' – and syllables in names</i>) and recognise words with the same initial sound, such as <i>money</i> and <i>mother</i>. 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. <i>For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. (Initial sounds)</i>. The children will begin to practice writing their name, with special care to ensure letters are formed accurately.
Mathematics Development <i>CRC Articles 28, 29, 31</i>	Through various mathematical concepts and topics, the children will explore demonstrating fast recognition of up to 3 objects, without having to count them individually (<i>subitising</i>), recite numbers past 5 and say one number for each item in order: <i>1,2,3,4,5. ('Rules for counting')</i> 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 and experiment with their own symbols and marks as well as numerals. 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'. 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 (<i>for example, circles, rectangles, triangles and cuboids</i>) 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. (<i>taught using directional language with the support of Beebots</i>)

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	They will be able to discuss routes and locations, using words like 'in front of' and 'behind' and make comparisons between objects relating to size, length, weight and capacity. 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. 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 <i>'pointy', 'spotty', 'blobs' etc.</i> The children will be taught to extend and create ABAB patterns – <i>stick, leaf, stick, leaf</i> 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...'
Personal, Social and Emotional Development <i>CRC Articles 2, 6, 7, 12, 13</i>	As children begin and settle into their new school, they will be taught the class and school rules and expectations – especially in line with the 5Cs – Commitment, Cooperation, Care, Courtesy and Consideration. 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. As children start to attend school full time, they will begin to explore the topic, Being Me! Developing their sense of personal identity, understanding responsibility and being a 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 (<i>for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</i>) 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 others might be feeling.

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	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
Communication and Language Development <i>CRC Articles 12, 13, 30</i>	As the children settle in and develop their sense of wonder and inquisitiveness, they will be learning to understand 'how' and 'why' questions like: <i>"Why do you think the caterpillar got so fat?"</i> as they discuss and follow their interests, using these to engage with more in-depth learning. They will develop their confidence to start a conversation with an adult or a friend and continue it for many turns, be able 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 <i>"Get your coat and wait at the door"</i>. They will begin to use talk to organise themselves and their play: <i>"Let's go on a bus... you sit there... I'll be the driver."</i> Adults will support children to use longer sentences of four to six words and use a wider range of vocabulary. During individual reading and daily story time, children will demonstrate enjoying listening to longer stories and remember much of what happens. The children will enjoy and learn many 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>	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, trikes and bikes) 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 which they make up for themselves, or in teams. They will collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks and choose the right resources to carry out their own plan.

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	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 we begin to change for PE, 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.
Understanding of the World <i>CRC Articles 16, 18, 23, 30, 31</i>	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, plant seeds and care for growing plants and understand the key features of the life cycle of a plant and an animal. 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. 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, 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.
Expressive Arts and Designs <i>CRC Articles 29, 31</i>	In the Autumn term, children will begin to explore different materials freely, in order 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 most. Children will explore colour and colour-mixing, show different emotions in their drawings and paintings, like <i>happiness, sadness, fear</i> etc 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 and including details alongside using drawing to represent ideas like movement or loud noises.

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	Through Expressive Arts and Designs, children will developing 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 to 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 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 and be able to sing entire songs. 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.
Safeguarding <i>CRC Articles</i> <i>2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38</i>	As the Reception children settle into their new school and setting, they will begin to develop professional, 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 as part Road Safety Week and discussions drawn from pupils developing knowledge and understanding. For example, using a computer or iPad to find out information using the internet and ensuring this is explored 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 in the Spring and Summer terms.