

Year Reception Curriculum Map – Autumn 2 and Spring 1 (2021-2022)

	SPRING TERM
TOPIC	<i>General: In-the-Moment Planning</i> <i>Winter Worlds</i>
KEY TEXTS	<i>Snow</i> by Sam Usher <i>Robin's Winter Song</i> by Suzanne Barton <i>Lost and Found</i> by Oliver Jeffers <i>The Snowman</i> by Raymond Briggs <i>Immi</i> by Karin Littlewood <i>Antarctica</i> by Lucy Bowman <i>Penguins</i> by Emily Bone <i>Snow Babies</i> by Camilla de la Bedoyere
Literacy Development Convention on the Rights of the Child (CRC) Articles 28, 29, 31	The children will begin to build upon and use their phonetic knowledge, with confidence. Using their understanding of phonemes, they will hear and say initial sounds, segment the sounds in simple words and blend them together knowing which letters represent some of them. They will continue to learn High Frequency Words and apply this knowledge when they are writing in class. They will begin to develop their confidence in using spoken language to describe the main story setting, events, and principal characters, as children are introduced to making up and acting out their own helicopter stories. They will begin to confidently decode and read words and develop fluency, as they work towards reading simple sentences. The children will be introduced to, and explore, opportunities to develop their awareness of rhyme and rhythmic activities. With the development of their grapheme formation, the children will show confidence in writing their own name independently and clearly; they will be labelling and caption-writing, using some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. The children will be guided and challenged to write phonetically plausible short sentences in meaningful contexts.
Mathematics Development CRC Articles 28, 29, 31	The children will continue to develop their confidence in mastering their understanding of numbers, they will be able to recognise quantities 1-3 instantly and develop their instant recognition of numbers to 10 (subitizing). They will be exploring the different ways these numbers 1-10 can be represented. They will be counting beyond 20 and counting back to 0 from 20 and recognising the numbers 1-20 out of sequence. Children will be consolidating their counting skills using 1:1 correspondence, with improved accuracy, knowing that the final count is the total. They will say the number that is one more and one less than a given number with confidence and beginning to do so without visual prompts and confidently compare amounts saying which has more or fewer. Children will first learn number bonds up to 5, then number bonds up to 10 which will be achieved through practical activities and singing our number bonds song.

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	The children will continue exploring the concept and language of addition, using a variety of taught methods, especially the ‘part-part-whole’ model; they will find the total number of items in two groups by counting all of them and begin to solve addition stories. The use of a tens frame will reinforce their understanding and use of the vocabulary involved in adding and begin to explore and understand the vocabulary and concept of subtracting. Children will explore shapes learning to rotate and manipulate shapes, investigating how shapes can be combined and the ability to see shapes within shapes. Children will be prompted to look for patterns in both numbers and shapes and learn to create repeated patterns, stating what is happening and attempt to see and say where there is an error in a repeated pattern. The children will build upon their knowledge and understanding of length, weight, capacity, and time-related vocabulary and begin to use everyday language related to these areas and learn to use comparative language, <i>‘The yellow bucket is heavier than the red bucket because it has more sand.’</i>
Personal, Social and Emotional Development CRC Articles 2, 6, 7, 12, 13	<i>Children will continue to learn within the class and school our expectations- with continued focus on the 5Cs – Commitment, Cooperation, Care, Courtesy and Consideration. They will be encouraged to verbalise which of the 5Cs they or their peers are earning a dojo for to deepen their understanding of these life-skills.</i> <i>Children will apply these class and school expectations both inside and outside the classroom and adhere to the crucial rule of keeping hands and feet to ourselves, to keep others safe from harm.</i> <i>In this area of learning, children will learn to see themselves as valuable individuals, having positive relationships with adults and peers that is built on respect and trust. They will learn the importance of regulating their own feelings, expressing how they feel using the words and visual emojis (Happy, Sad, Okay, Worried and Angry), understanding that it’s okay to feel any emotion, but learning to have strategies to deal with the negative emotions they are encountering such as listening to music to calm down. Through play, stories and discussion children will develop empathy for others by seeing a situation from someone else’s perspective.</i> <i>In their learning, children will be challenged and encouraged to show resilience and perseverance. There will be a big emphasis, using non-fiction books, posters and educational videos around good hygiene and the importance of washing our hands, brushing our teeth at least twice a day, the importance of having fruit and vegetables in our diets, other ways in which we can look after our bodies through physical exercise and talk about the effects of physical exercise and getting sufficient sleep by restricting screen time.</i>

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Communication and Language Development CRC Articles 12, 13, 30	Through story times, circle time, singing, Show and Tell, and general discussion children will be expected to listen and understand why listening is important. These opportunities as well in their own general play, children will be given new vocabulary to use. Learning about Winter, children would be exposed to words like – cold, icy, frosty, snow, freezing, shivering. When speaking children will be expected to talk in full sentences which can include talking about past or present events or keeping a conversation going with their adults or peers which should also include social phrases and responding to others appropriately, for example, someone asking you, <i>'How are you?'</i> It would be polite to reply, <i>'I am good and how are you?'</i> Talk will be modelled by the adults through extending on what children say and by providing children with sentence starters. Further opportunities for children to learn to re-tell stories orally will be given on several occasions so they can learn a selected story well, promoting the use of repeated refrains, story language, suitable adjectives and children making this come alive with clear, audible voices, intonation, and actions. Children's inquisitiveness to ask questions will be encouraged through a mystery object in a box. Adults will model showing intrigue and generating a question. Children will be challenged to ask their own questions about the object.
Physical Development CRC Articles 24, 27	Weekly PE lessons will continue, and children will work on their speed and agility in the following movements: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. They will continue to have access to the bikes, trikes and scooters, our climbing frame and climbing wall and their own obstacle challenges to develop their overall body strength. This will also be achieved through spinning, rocking bouncing, sliding, pulling themselves up or along and balancing on appropriate equipment. As well as using the equipment, children will learn to transport pieces of equipment safely, often learning to collaborate with others to do so. Getting changed for PE will also continue and children will be expected to undress and dress with increased independence and if they do require help, they will be expected to assist with the help given. They will see looking after their own care needs as important such as using the toilet independently, washing and drying their hands, brushing their teeth, making healthy and good choices regarding diet and bedtime. Opportunities for children to develop both their gross and fine motor skills will continue to happen. Gross motor skills will include children learning to climb, paint walls with large paint brushes, catching large balls, using a bat to hit a ball, throwing an object into a target such as a hoop. Fine motor skills will be refined by continuous exposure and use of forks and knives, pencils, pens, paintbrushes, scissors, hole punchers, threading, doing up buttons and zips and sewing. These activities get children prepared to use a tripod grip when writing which will help the ease at which children will write and form letters.

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Understanding the World CRC Articles 16, 18, 23, 30, 31	Children’s understanding of the world has already begun with them talking about their own families. As we are impacted by life events that happen, children will be encouraged to talk about relevant events that are happening to them and their families. Children may want to bring in photos to help them talk about these important events including family celebrations and places of importance. Children will learn about the different roles that people have in our society – police, doctors, nurses, vets, firefighters and act these roles out as well as describing these roles. To enable children to grasp the concepts of past and present, they will first look at their own lives, being a baby, or their time in Nursery and their lives now. Photographs, non-fiction texts and objects will also enable children to understand the concept of past and present and discuss differences and similarities. Children will undertake a local walk around the school so children can learn about the location of the school and important local places in the community. Outdoor play will be crucial to children learning and responding to our natural world, including making detailed observations of animals and plants, observing, and talking about natural processes such as shadows and ice melting. They will conduct experiments such as finding out the quickest way to melt a block of ice, recording their predictions and results. Children should notice and name the different types of weathers and talk about the changes in season bring.
Expressive Arts & Design CRC Articles 29, 31	Exploration and refinement of various artistic effects – drawing, painting, printing, singing, dancing, playing instruments, designing, and making will be achieved both independent and collaborative efforts. Children will be exposed to a range of artists and artwork from painters, sculptors, musicians to dancers. They will be expected to express their feelings and opinions about the different forms of artistic work they are shown with reasons for their opinions. Children will be stimulated to notice the natural world around them so they can define colours, shapes, and texture in their own words. In music, children will have opportunities to listen and learn pieces of music from around the world, including traditional and folk music from Britain. Children can have more opportunities to play and compose short pieces of music. In dance, children will develop co-ordinated, graceful, and rhythmic movements to match pieces of music they are exposed to or create. In design, children will construct with a purpose in mind, thinking about and discussing what they would like to make. They will learn different joining techniques and consider how they may improve upon what they have made. In their imaginative play, children will use props, make props, negotiating a specific role they want to play and act out that role with others, responding to what others say.

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Safeguarding

CRC Articles

2, 3, 4, 5, 7, 8, 10,
12, 13, 16, 17, 28,
29, 36, 37, 38

The role of 'safe adults' both at school and home and their duty to protect them in their daily lives and as they utilise the internet on various technological gadgets will be reinforced. Children will learn and adhere to rules such as asking permission from an adult to use the internet, to expect an adult to be with them as they use it. To know that they do not give out their names, where they live or keep secrets when accessing the internet. Children will also learn that they are to go to their 'safe adult' immediately if they encounter something wrong when using the internet.