

Reception Curriculum Map 2021-2022

Key Themes	Pete the cat Rocking in my school shoes	The Gruffalo	Dear Zoo	Little Daisy and Traditional tales	The Very Hungry caterpillar	Pirates and water
R.E.	Myself Welcome	Hinduism Birthdays	Celebrating	Gathering	Growing	Good News Friends Judaism Our World
English – reading comprehension	Showing basic comprehension of a storyline and answering relevant questions	To be able to describe specific characters within a story, using basic clues from the text	Recount the story using their own words.	Adapting stories, predicting sequences and alternate endings based upon the story line.	To be able to talk about what the story tells us about the character – e.g. Are they kind? And how do they know?	ELG :Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary; - Anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems; - Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play Aspirational end point: <i>To be able to confidently show understanding of a story – create own stories based upon their knowledge of what they have read throughout the year</i>
English – word reading Book Levels Phonics Phases	Children to be on Magenta then Pink reading levels Compose sentences orally Sentence: Subject +verb CL CL for l Recap Phase 1 and More able Begin Phase 2 Letters and sounds	Reading secure Pink level Begin Phase 2 letters and sounds Sounds taught- S,a,t,p,l,n,m,d,g,o, c,ck,e,u,r,h,b ,f,ff,l,ll,ss Tricky words: l, the to, no, go, into	Reading Pink to red level Begin Phase 3 letters and sounds Sounds taught- J,v,w,x,y,z,zz,qu, ch,sh,th,ng,ai,ee,igh,oa Oo,ar,or,ur,ow,oi,ear, air,ure, er Tricky words: he, she, we me, be, was,you, they, all, are my, her	Reading red level Phase 4 Tricky words: Said, have, like, so do, some, come, were, there, little, one, when out what	Reading Red to yellow level	Working within Yellow ELG : Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words
English – writing	Holding writing equipment using the correct grip. Write their own name using the school script. Forming familiar letters correctly. Give verbal meaning to the marks they have made.	Write VC and CVC words with correctly formed letters.	Writing simple sentences using VC and CVC words to include a capital letter at the start and finger spaces.	All sentences to include full stop, capital letter and finger spaces. To introduce different sentence starters.	Start to introduce simple conjunctions to extend writing and adjectives.	ELG : Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. Aspirational end point: <i>To write clear and coherent sentences with correctly formed letters and most high frequency words are spelt accurately, which include – Capital letters, full stops, finger spaces, familiar conjunction, early punctuation and adjectives.</i>
Maths Number	Work with in numbers to 5. To count 1-5 in order (the stable order principle). Counting 1:1. Comparing quantities of objects. To understand that the number assigned to the final object in a group is the total number of objects in that group up to 5 (the cardinal principle)	Introduce 0. Work with in numbers to 0-10. To count 0-10 in order (the stable order principle). Counting 1:1. Comparing quantities of objects up to 10. To understand that the number assigned to the final object in a group is the total number of objects in that group up to 10 (the cardinal principle). To know number bonds to 5. To find objects to find a whole.	Introduce 0. Work with in numbers to 0-10. To count 0-10 in order (the stable order principle). Counting 1:1. Comparing quantities of objects up to 10. To understand that the number assigned to the final object in a group is the total number of objects in that group up to 10 (the cardinal principle). To know number bonds to 5. To find objects to find a whole.	ELG : Understand numbers to 10, linking names of numbers, numerals, their value, and their position in the counting order; - Subitise (recognise quantities without counting) up to 5; - Automatically recall number bonds for numbers for 10, including corresponding partitioning facts Automatically recall double facts up to 5+5; - Explore patterns of numbers within numbers up to 10, including evens and odds. Aspirational end point: <i>Introduce concepts up to 20.</i>		
Understanding of the world	Talk about their friends and family- the customs and routines they have at home. Talk about special times in their lives. Talks about the similarities and differences with theirs and others friends and family. Talk about the features of their immediate environment and how different environments vary from one another.	Talk about why things happen and how. Know that we celebrate things in different ways and are sensitive to others.	Talk about the features of their environment and how environments may differ. Talk about why things happen and how things work	Make observations of animals, plants and explain why some things occur and talk about change. Recall some important narratives, characters and figures from the past encountered in books read in class. Explain some similarities and differences between life in this country and life in other counties, drawing on knowledge from stories, non-fiction texts and – when appropriate maps.		
Expressive, Arts and Design.	Build a repertoire of songs and making music. Explore –mixing colours. Construct with a purpose in mind. Make up dances and use music and dance to express themselves. Manipulate materials for a planned effect. Select resources and adapt work where necessary. Express themselves through music, dance and painting. Choose particular colours for a purpose. Introduce a storyline into their play. Plays with others as part of a group to act out a story. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.					

Reception Curriculum Map 2021-2022

P.E.	Agility, Balance and coordination	Ball skills -sending and receiving	Gymnastics	Dance	Swimming Awareness – Team Games	Swimming Athletics
------	-----------------------------------	------------------------------------	------------	-------	---------------------------------	--------------------