



# ENGLISH



By the end of Reception the children will have been given many opportunities to practise their reading and writing using the skills they have been taught through RWI, English lessons and through our Continuous Provision. These are the Early Learning Goals and include:

### Comprehension:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.

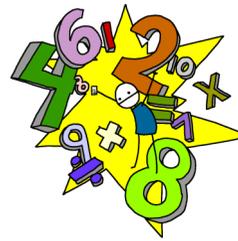
### Word Reading:

- Say a sound for each letter in the alphabet and at least 10 diagraphs.
- Read words consistently with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.

### Writing:

- 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

Talk is at the heart of EYFS and we endeavour for all children to leave Reception with a wide vocabulary, a deep understanding of the English language and the necessary skills to be an effective conversationalist.



# MATHS

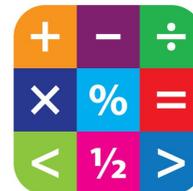
The aim by the end of Reception is that the children will have experienced lots of different Mathematical concepts and gained many skills which they will be able to use to solve problems. These are the Early Learning Goals and include:

### Number:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

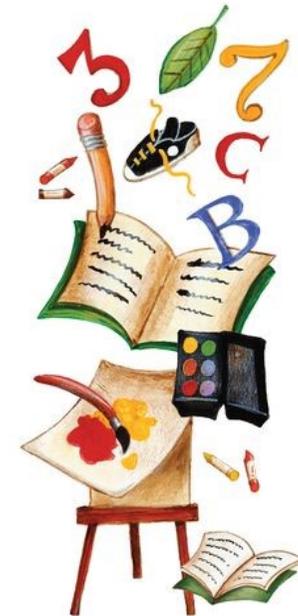
### Numerical Patterns:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



## 2021-22

# CURRICULUM MAP



# Reception



## AUTUMN

**Toy Story**—The lead subject for this topic is history and all children will develop an awareness of the passing of time and understand that some things happened in the past. Children will share their favourite toys and then step back in time to the Victorian period to see what children over 150 years ago might have played with. We compare them to our modern toys to see if they have changed much. Children will also be encouraged to create a family tree and find out about their own families past.

Music—Charanga: Me!

PE: Me and Myself

Jigsaw: Being me in my world

Online Safety: Digi Duck's Big Decision

**Dinosaurs**— Children will build upon their knowledge of the past, from previous learning about the Victorian period, and venture millions of years before to the age of the Dinosaurs. Children will learn how historians and palaeontologists use evidence and artefacts to learn about the past as well as investigating a variety of different species of dinosaur. Children will also be introduced to the type of diet each dinosaur ate to survive.

Children will also become artists and experiment with different tools, resources and colours to create a range of different works of art. They will focus on drawing, painting, collage, sculpture and printing.

Music—Charanga: My Stories

PE: Movement Development

Jigsaw: Celebrating differences

Online Safety: Smarty the Penguin



## SPRING

**Super Science**— Children will become scientists as we delve into the world of observation and investigation. The vehicle for our learning will be the texts 'Supertato' and 'Gordons Great Escape', where children will apply their problem solving skills to rescue and help characters from the books. Investigations will also provide opportunities for the children to apply their mathematical knowledge in a real life context.

As scientists, children will learn about the importance of a healthy diet and the impact an unhealthy lifestyle has on our bodies. Children will make their own healthy meals, create menus and begin to develop an understanding of the food groups.

Music—Charanga: Everyone

PE: Ball Skills

Jigsaw: Dreams and goals

Online Safety: Hector's World

**Eco Warriors**— As geographers we will learn to show an appreciation for both our local environment and the wider world. Through a thought-provoking text highlighting the effects of deforestation, children will develop an understanding of how we as humans impact the environment. Children will have the opportunity to devise and carry out plans to make a sustainable future and improve the local area.

As scientists, children will also explore living things and how they grow and change overtime. Some very 'egg-citing' visitors will be making an appearance in our learning room and children will learn how to care for animals and will experience a life-cycle first hand.

Music—Charanga: Our World

PE: Dance

Jigsaw: Healthy Me

Online Safety: Devices that use the internet



## SUMMER

**Once Upon a Time**— Throughout this topic, children will explore a variety of traditional tales. They will pick apart a text, identify the keys features and develop an understanding of how this type of story is structured.

Children will transform into authors and write their very own version of The Gingerbread Man using talk for writing and innovation.

This topic will also provide numerous opportunities to get children's creative juices flowing. They will work collaboratively to create their very own costumes, scenery, props and music to enhance their role-play, which they will practice and then perform to their friends in the class.

Music—Charanga: Big Bear Funk

PE: Working With Others (Team Games)

Jigsaw: Relationships

Online Safety: Privacy and security

**The Stone Age**— We will travel back in time to the Stone Age to learn about how early humans lived. Children will design and build different shelters on both a small and large scale and develop the skills required to evaluate and improve their work. Children will explore the differences and similarities between life in the Stone Age and life today.

Children will build upon their previous experiences in art to create cave walls and then print in the style of the Stone Age. Children will also learn about the significance of these paintings and how they were used as a tool for survival.

Music—Charanga: Reflect, rewind and replay

PE: Throwing and Catching

Jigsaw: Changing me

Online Safety: Privacy and security