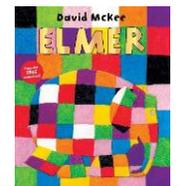
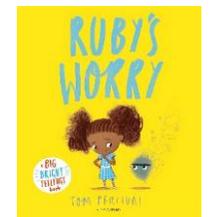
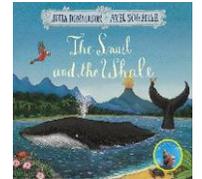
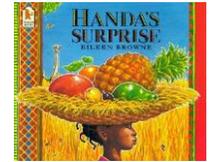
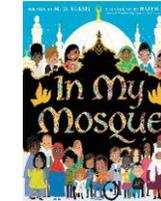
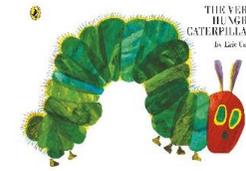
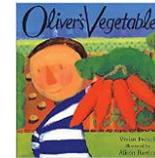
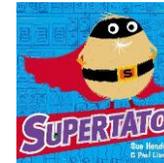
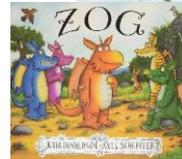
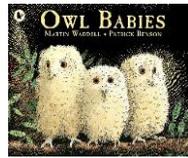
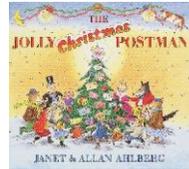
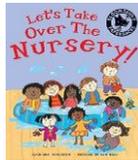
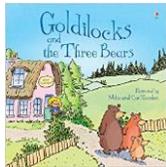
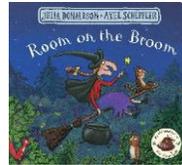
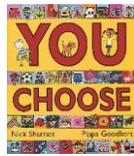


# Reception Curriculum Plan 2021 - 2022

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus and events throughout the school year	 <p style="text-align: center;"><b>Settling into my school</b></p> <p style="text-align: center;"><i>All about me Harvest The big draw</i></p>	 <p style="text-align: center;"><b>Festivals and Celebrations</b></p> <p style="text-align: center;"><i>Autumn Bonfire night Diwali Christmas</i></p>	 <p style="text-align: center;"><b>Winter</b></p> <p style="text-align: center;"><i>Weather Winter animals World Book Day Chinese New Year</i></p>	 <p style="text-align: center;"><b>Spring time</b></p> <p style="text-align: center;"><i>Fairtrade Fortnight Planting and growing Easter Mothers day</i></p>	 <p style="text-align: center;"><b>Exploring our world</b></p> <p style="text-align: center;"><i>Minibeasts Life cycles Fathers Day Eid</i></p>	 <p style="text-align: center;"><b>Summer fun</b></p> <p style="text-align: center;"><i>Holidays Constrasting environments Healthy living Sports day</i></p>
<b>Prime Areas:</b>  <i>Communication and language</i>  <i>Physical Development</i>  <i>PSED</i>	Settling into Reception  Exploring the outdoor areas  Introduction to rules and routines.	<p>The prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.</p> <p>The prime areas are:</p> <ul style="list-style-type: none"> <li>• <b>Communication and language</b>- ELG's- 'Listening, attention and understanding' and 'Speaking'.</li> <li>• <b>Physical development</b>- ELG's- 'Gross motor skills' and 'Fine motor skills'.</li> <li>• <b>Personal, social and emotional development</b>- ELG's- 'Self-regulation' 'Managing self' and 'Building relationships'.</li> </ul>				
<b>Literacy</b>	<p>In Reception, we use a range of stories as a stimulus for our topics, which often link to our reading and writing activities. The key stories consist of many popular and traditional childrens stories as well as a range of books from our Weetwood reading spine. Over the year, we focus on other texts that link to the children's interests and these will act as a stimulus throughout our learning.</p>					



**Physical Development**

Through our teaching and learning in PE we aim to improve and develop general fitness and physical competence of children as they progress through school. Skills are progressive through school, in Reception, we focus on a range of multi-sport skills such as throwing and catching, running and jumping. PE is taught on a weekly basis in Reception, PE lessons take place in the main sports hall as well as the outdoor areas depending on weather conditions.

In Reception, the children have access to an extensive outdoor area which consists of a climbing frame, sandpit, water area and mud kitchen. In the outdoor area, children are encouraged to challenge their gross motor skills in whatever activity they choose when playing outdoors.

	<p><b>PE focus-</b> Gymnastics - exploring movement</p> <p>Yoga and meditation - ongoing through year when too wet to go outside or hall unavailable</p>	<p><b>PE focus-</b> Introducing small apparatus and Bat and ball skills</p>	<p><b>PE focus-</b> Dance - introducing expression</p>	<p><b>PE focus-</b> Introducing Throwing and catching</p>	<p><b>PE focus-</b> Multi skills - running and jumping</p>	<p><b>PE focus-</b> Introduction to team games through football</p>
<p><b>Mark making/ writing opportunities</b></p>	<p>Portraits</p> <p>First name writing</p> <p>Recall traditional stories through marks/pictures.</p>	<p>Exploring patterns (fireworks)</p> <p>Writing a Christmas list to send to Santa.</p>	<p>A book review</p> <p>Can you describe a book character?</p> <p>Chinese letter writing in ink/paint</p> <p>Writing in snow outdoors.</p>	<p>Mother's day cards</p> <p>Painting eggs.</p> <p>Instructions- How to make Easter buns.</p>	<p>Mini-beast fact file</p> <p>Fathers day cards</p>	
<p><b>Maths</b></p>	<p>Maths in Reception is kept interactive and practical. We focus on counting, addition, subtraction, halving, sharing and doubling as well as shape, space and measure. Children in Reception develop maths knowledge through taught sessions, planned activities and throughout the provision. We encourage children to apply their maths skills throughout their play and we will observe the children in their favoured areas, enhancing the provision to suit the interests of the children. The maths curriculum is split into two strands 'number' and 'numerical patterns', Throughout the year, we teach different strands of the mathematical curriculum regularly to ensure that children have a vast knowledge of all areas and are on track to meet the early learning goals by the end of Reception.</p>					

For more information about maths in Reception, please see our mathematics progression map.

**Understanding the world**

*Past and present*

*Natural world*

*People and communities/cultures*

Exploring the outdoors- sensory walks.

Sharing our 'all about me' journals.

What did you do in the holidays?

Using our senses to explore (smell, hear)

How do you celebrate?

Exploring cultures/communities through religious events.

Exploring different weathers.

Opportunity for investigation:  
Floating/ sinking materials.  
Exploring  
Melting/freezing

Observing plants/nature.

Growing our own plants.

My Family and other families.

Opportunity for investigation:  
What does a plant need?

Life cycles.

Exploring habitats.

Exploring cultures/communities through religious events.

Comparing features of our own environment with others.

Discussing our past holidays with others.

The seaside in the past.

<b>Expressive Arts and Design</b>	<p>Complete self-portraits for Reception display.</p> <p>Begin to explore different resources on the messy table. (paint, pens)</p> <p>The big draw (whole school initiative)</p>	<p>Explore Art resources (chalk) for bonfire crafts.</p> <p>Christmas performance-Singing.</p>	<p>Junk model boats</p> <p>Making my own stickman.</p>	<p>Painting eggs</p> <p>Mother's day card craft</p>	<p>Father's day card craft</p>	<p>Observational drawings.</p> <p>Arts week.</p>
	<p><b>Music lessons:</b> <u>Exploring sounds (5 lessons)</u> Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p>	<p><b>Music lessons:</b> <u>Celebration music (5 lessons)</u> Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.</p>	<p><b>Music lessons:</b> <u>Music and movement (5 lessons)</u> Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p>	<p><b>Music lessons:</b> <u>Story music (5 lessons)</u> A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p>	<p><b>Music lessons:</b> <u>Big band (5 lessons)</u> Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>	

<b>Phonics</b>	<p><b>Phase 2:</b> s, a, t, p, i, n, m, d, g, o, c, k, ck, e</p> <p><b>Tricky words:</b> l, no, the, to, go, into, a, an, as, at, if</p>	<p><b>Phase 2/3;</b> r, u, h, b, f, ff, l, ll, ss, j, v, w, x</p> <p><b>Tricky words:</b> in, is, it, off, on, can, dad, had, back, and, get, big, him, his, not, up, mum, but, put, he, she, we</p>	<p><b>Phase 3:</b> y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa</p> <p><b>Tricky words:</b> be, you, are, her, was, all, they, my, will, that, this, then</p>	<p><b>Phase 3:</b> or, oo/oo, ar, ur, ow, oi, ear, air, ure, er</p> <p><b>Tricky words:</b> them, with, see, for, now, down, look, too</p>	<p><b>Phase 4:</b> st, nd, mp, nt, nk, ft, sk, lt, lp, lf, lk, pt, xt, tr, dr, gr</p> <p><b>Tricky words:</b> said, have, like, so, when, do, some, come, little, out, one, were, there, what</p>	<p><b>Phase 4:</b> cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw</p> <p><b>Tricky words:</b> went, it's, from, children, just, help</p>
<p><b>PHSE lessons</b> (whole school approach) Linking to PSED.</p>	<p><b>Being me in my world</b></p> <ul style="list-style-type: none"> <li>-Self identity</li> <li>-Understanding feelings</li> <li>-Being in a classroom</li> <li>-Being gentle</li> <li>-Rights and Responsibilities</li> </ul> <p><b>MINDMATE-</b> feeling good and being me</p>	<p><b>Celebrating differences</b></p> <ul style="list-style-type: none"> <li>-Identifying talents</li> <li>-Being special</li> <li>-Families</li> <li>-Where we live</li> <li>-Making friends</li> <li>-Standing up for yourself</li> </ul> <p><b>MINDMATE-</b> Being the same and being different</p>	<p><b>Dreams and goals</b></p> <ul style="list-style-type: none"> <li>-Challenges</li> <li>-Perseverance</li> <li>-Goal- setting</li> <li>-Overcoming obstacles</li> <li>-Seeking help</li> <li>-Jobs</li> <li>-Achieving goals</li> </ul> <p><b>MINDMATE-</b> Solving problems</p>	<p><b>Healthy me</b></p> <ul style="list-style-type: none"> <li>-Excersizing bodies</li> <li>-Physical activity</li> <li>-Healthy food</li> <li>-Sleep</li> <li>-Keeping clean</li> <li>-Safety</li> </ul> <p><b>MINDMATE-</b> Strong emotions</p>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>-Family life</li> <li>-Friendships</li> <li>-Breaking friendships</li> <li>-Falling out</li> <li>-Dealing with bullying</li> <li>-Being a good friend</li> </ul> <p><b>MINDMATE-</b> Friends and family</p>	<p><b>Changing me</b></p> <ul style="list-style-type: none"> <li>-Bodies</li> <li>-Respecting my body</li> <li>-Growing up</li> <li>-Growth and change</li> <li>-Fun and fears</li> <li>-Celebrations</li> </ul> <p><b>MINDMATE-</b> Life changes</p>