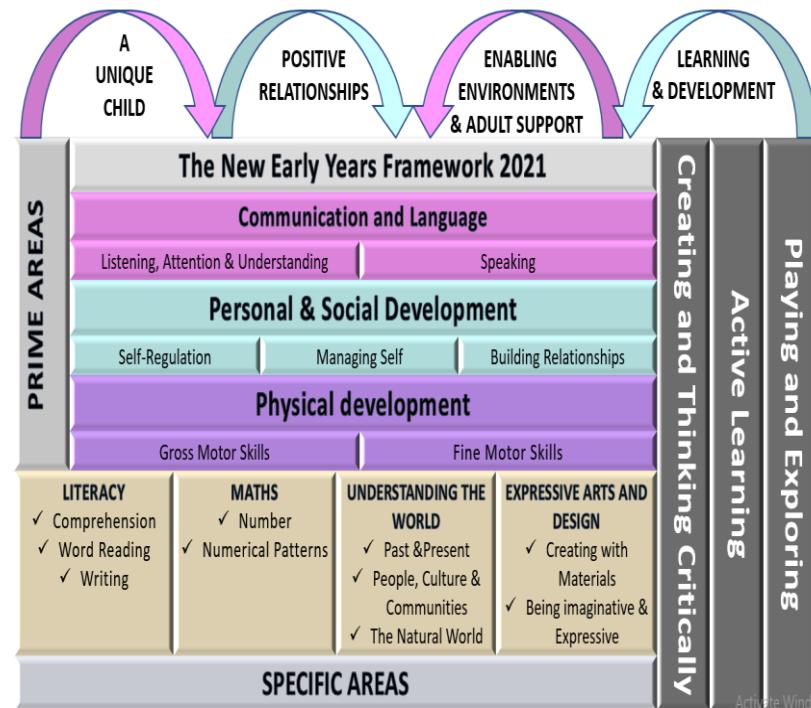
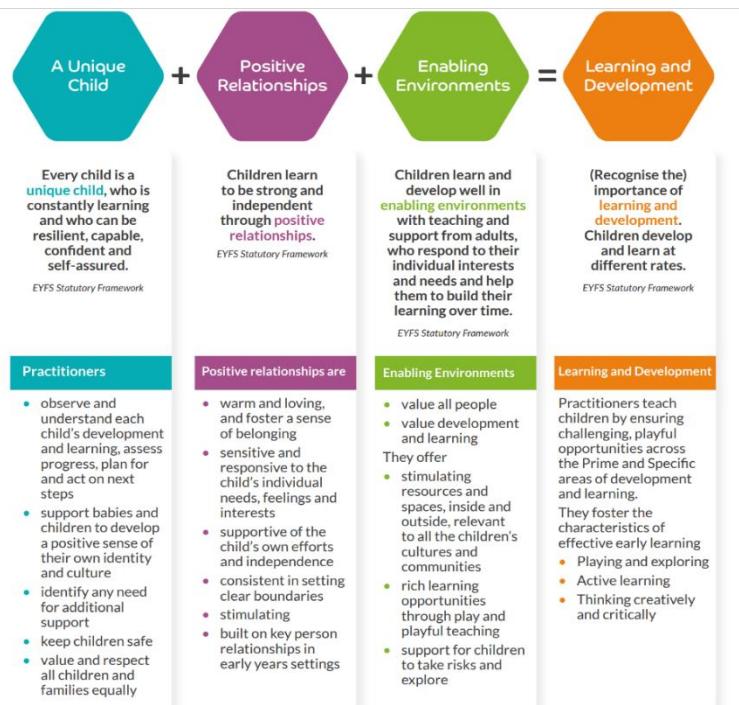


## Reception Curriculum 2021 -George Mitchell school



### Principles of EYFS:

***"Children will have an abundance of opportunities to learn through play. We ensure that learning is fun, engaging and challenging for all children. As an EYFS team and effective role models, we provide high quality to and forth interactions in order to develop and deepen the children's learning opportunities. We deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' and children's interests. Our curriculum is flexible and adaptable in response to children's interests.***





## Reception Curriculum Map 2021-2022

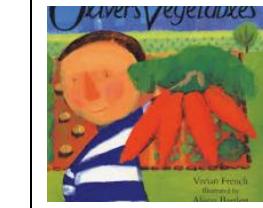
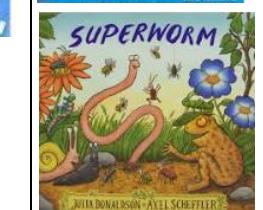
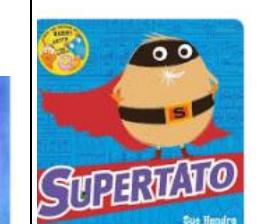
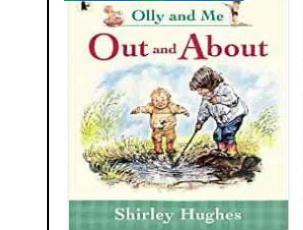
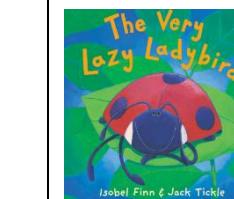
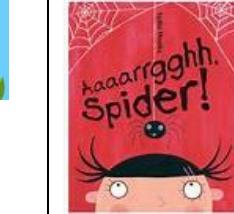
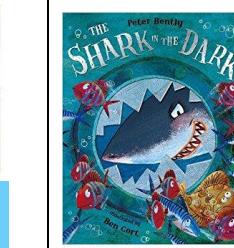
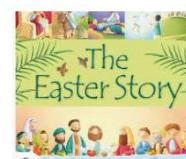
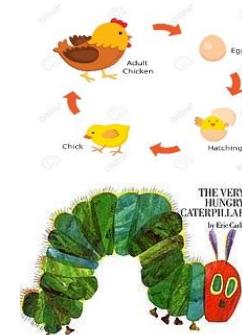
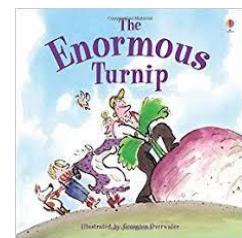
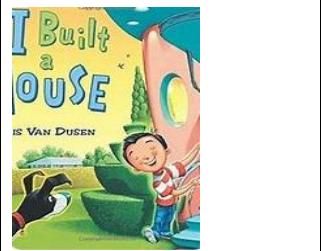
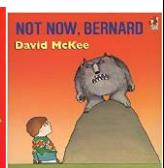
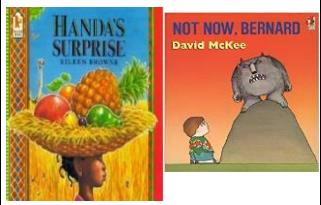
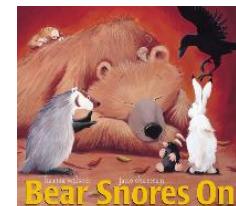
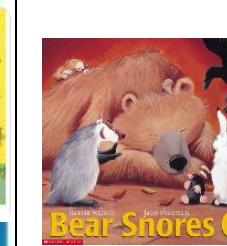
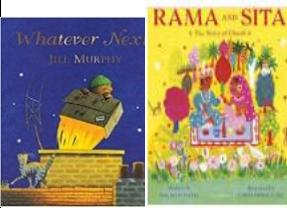
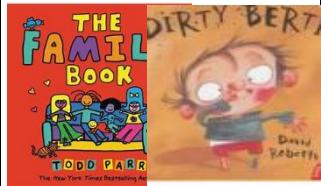
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Half Term Topics	Marvellous me	LIGHT AND DARK		THE NATURAL WORLD		GROWTH Recycling		CREATURES BIG AND SMALL Environment		LET'S GET MOVING	
Suggested Sub Topics	My family and friends Black history month When we were babies Leyton	Space Bonfire Night Day and Night Christmas Diwali		Nocturnal and Diurnal animals Habitats Chinese New Year		Life-Cycles Changes and Growth Environment and recycling		Mini beasts Protecting our underwater habitats Recycling		Sports Healthy Eating My body Superheroes	
Value	PRIDE	PERSEVERANCE		RESPECT		INDEPENDENCE		DIVERSITY		EXCELLENCE	
Important events	<i>Black history month.</i> <i>Climate day: Importance of recycling.</i> <i>Black history month</i> <i>World space week- 4th Oct to 10th Oct 2021</i>	<i>Guy Fawkes day. 5th November.</i> <i>5th November: Diwali</i> <i>18th-26th December-Hanukah-</i> <i>Remembrance Day-11th November</i>		<i>British Science week (5-14th March).</i> <i>Chinese New Year-2nd February 2022.</i> <i>Winter Olympics 2022</i> <i>4th Feb to 20th Feb 2022</i>		<i>3rd April: Ramadan Starts</i> <i>1st March- St David's</i> <i>3rd March-World book day</i> <i>11-20th March-Science week.</i> <i>17th March: St Patrick's day</i> <i>Global recycling day-18th March</i> <i>International day of forests: 21st March.</i> <i>Red nose day-19th March</i>		<i>Zoo lab visit</i> <i>3rd May: Eid-ul-Fitr</i> <i>18th April: Ester Monday</i> <i>22nd April-Earth Day.</i> <i>International Nurses Day</i> <i>12th May 2021</i>		<i>10th July -Eid-ul -Adha</i> <i>World ocean day: 8th June</i> <i>19th June: Father's Day</i> <i>Queen's birthday (3rd June)</i>	

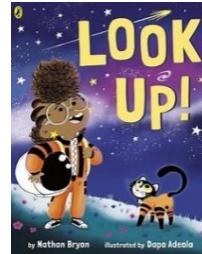
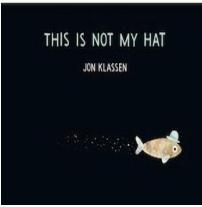
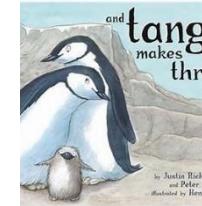
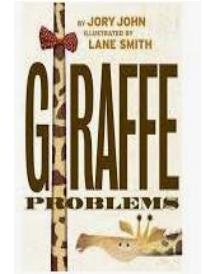
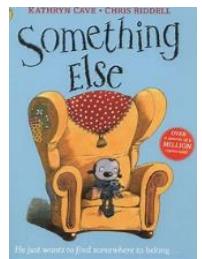
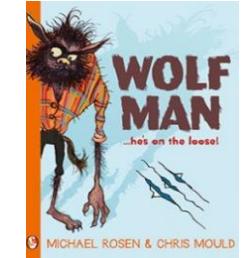
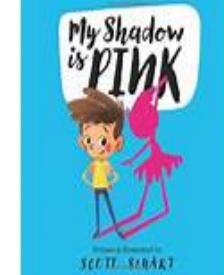
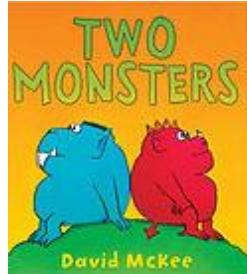
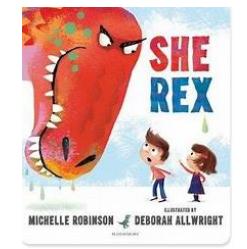
### Specific areas of learning-Educational Programmes- Embedded across the curriculum

Communication and Language (Listening and attention, Speaking)	Personal, Social and Emotional Development (Self-regulation, managing self and building relationships)	Physical Development (Gross motor and Fine motor skills)
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and

<p>new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p>sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p>play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>
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Core texts linked with curriculum



<p><b>Additional Texts to develop PSED, diversity, inclusion and self-regulation</b></p> <p><b>Whole class reads</b></p>		 	 	 <p>Celebrating differences and</p> 	 	 
<p><b>Black history month</b></p> <p><b>Develop sense of responsibility</b></p>	<p><b>Physical Development</b></p> <p><b>PE:</b> Fundamental movement skills 1</p> <p><b>PD:</b> Developing independence in Self Care routines</p> <p>To talk about and learn good hygiene practise.</p>	<p><b>PE:</b> Fundamental Movement skills 2</p> <p><b>PD:</b> Developing pencil grip</p> <p>Begin to form letters correctly when writing sentences.</p>	<p><b>PE:</b> Dance, Jumping and Landing</p> <p><b>PD:</b> To form suitably sized letters.</p> <p>To talk about how to stay healthy: What can we do in addition to healthy eating?</p>	<p><b>PE:</b> Fundamental Invasion game skills</p> <p><b>PD:</b> Understands the impact of diet and exercise on health</p>	<p><b>PE:</b> Athletics</p> <p><b>PD:</b> Using Simple tools safely to achieve a desired effect</p>	<p><b>PE:</b> fundamental ball skills, multi sports.</p> <p><b>PD:</b> Understands the impact of exercise on health</p> <p>Form letters of correct sizes and shape.</p>

Literacy  <u>(Links to CL)</u>	<b>Learn and use new vocabulary throughout the day.</b>  <b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b>  -With Links to communication and language  -Rich texts to introduce new vocabulary with opportunities to revisit and apply new vocabulary through roleplay.	<b>Retell the story, once a deep familiarity has been developed; some as exact repetition and some in own words (CL)</b>  Link sounds to letters, saying sounds for taught letters.  Practise reading a simple sentence with Phase 2 CVC words during phonics lessons.  Engage in extended conversations about stories, learning new vocabulary.  Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - We read English text from left to right and from top to bottom.	<b>Ask questions to find out about stories (CL).</b>  <b>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</b>  Anticipate key events in a story.  Compare features of fiction and non-fiction books.  Complete a rhyming string.  Practice reading sentences with phase 2/3 words, high frequency words and polysyllabic words with adult support.  Read some letter groups that each represent one sound and say sounds for them.	<b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</b>  Ask questions that are specific to a theme or idea.  Use newly learnt vocabulary linked to the topic of winter and animals.  Link events of stories to our own lives.  Read simple sentences with fluency and talk about what I have read.  Use adjectives to describe characters and settings.  Read simple sentences using phonics and understand the meaning of what they have read.	<b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</b>  Discuss and understand features of a non-fiction text.  Read simple sentences and phrases using phase 3 phonics skills. Read phase3 polysyllabic words and diagraphs.	<b>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</b>  Read common irregular words.  Answer questions about what I have read and retrieve information from a text.  Identify features of non-fiction texts.	<b>Articulate ideas and thoughts about characters and events in well-formed sentences (CL).</b>  <b>Describe story events in detail.</b>  <b>Develop own narratives based on stories learnt.</b>  Read common irregular words.  Read polysyllabic words.  Begin to use inference skills to talk about what I have read. Talk about feelings, emotions and anticipate events and actions of the characters.  Develop fluency in reading by rereading books and sounding out in head.
Phonics	Phase 1 and 2	Phase 2	Phase 2 and 3	Phase 3	Phase 3	Phase 3 and 4	

<b>Writing including transcription and composition</b>  <b>Developing own narrative by building on pretend play.</b>	<p>Give meaning to marks that I make. Practise writing my name. Ascribe meanings to marks that I see in different places.</p> <p>To begin to form letters in correct shapes and sizes. Begin to segment words to write. Write initial sounds in words. Hold pencil correctly using a pincer grip while writing.</p>	<p>Write simple sentences and phrases using sounds that have been learnt. Begin to use finger spaces identifying features of a sentence. Use adjectives to describe Characters and setting Practice letter formation using mnemonics.</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple sentences using finger spaces. Practice letter formation following mnemonics.</p>	<p>Write sentences that are readable to self and others. Write simple sentences using finger spaces and full stops. Re-read sentences that I have written. Begin to use diagraphs in writing. Spell some Reception HFWs correctly in writing</p>	<p>Write short narratives to describe characters and settings. Write simple instructions with two or more steps. Use sounds to write polysyllabic words and diagraphs. Practice precursive handwriting</p>	<p>Use key features of narrative in writing. Write sentences using full stops and capital letters. Reread writing to check that writing makes sense. Form letters of correct sizes forming capital letters and full stops correctly. Use correct diagraphs in writing –at least 10. Pre cursive handwriting.</p>
<b>Maths Number and Numerical patterns</b>  White Rose	<p>Teacher assessment and NFER Baseline assessment</p> <p>Sort and compare amounts Compare size, mass and capacity.</p> <p>Exploring pattern.</p>	<p>Introduce 1 and 0 Numbers 1, 2, 3 and 4.</p> <p>Subitise in 2 or 3 groups. Compare numbers. Order numbers Sort and represent numbers.</p> <p>Shapes: Learn properties of circles and Triangles. Compare and sort shapes.</p> <p>Develop special awareness. Complete a 3-step pattern.</p> <p>Find 1more/1 less than a number.</p>	<p>1 more/1 less <b>Numbers: 5, 6, 7, and 10.</b> Represent Subitise in 2, 3 or 4 groups. Compare numbers. Order numbers Sort and represent numbers. How many altogether? Counting back from 10 and comparing numbers within 10. 3D shapes and patterns.</p> <p>Comparing mass-heavier/lighter than Compare Capacity- full and empty Measuring capacity How many fit inside? Measuring ingredients Making pairs-combing two groups.</p>	<p><b>Numbers: 8, 9 and 10.</b> Subitise in 2, 3 or 4 groups. Represent. Make pairs Combine 2 groups. Compare and sort numbers. Order numbers Sort and represent numbers. How many altogether? Number bonds to 9. 3D shape and pattern Building 9 &amp; 10 –</p> <p>Building with 3d shapes Matching 3d shapes Printing with 3d shapes Consolidation</p>	<p>To 20 and Beyond Building numbers beyond 10. Counting patterns Beyond 10. Adding and take away Spatial reasoning – Compose and decompose Match, rotate and Manipulate shapes.</p>	<p>Find my pattern Doubling, sharing and grouping Deepening understanding using real life situations.</p> <p>Spatial reasoning Visualising and Mapping Patterns and relationships.</p>

<b>Understanding of the World</b>	Talk about members of immediate family and community.	Observe and discuss the effects of autumn on our immediate environment.	Observe how animals behave differently as the seasons change, for example, learn about migration and hibernation.	Make focused observations of natural world and make observational drawings.	Recognise and respect similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.	Compare lifestyles within two different environments/continents.
People, culture and Community	Begin to organise events using basic chronology, recognising that things happened before they were born.	Learn and use the new vocabulary related to the topic. For example, nocturnal and diurnal animals.	Understand the effect of changing seasons on the natural world around us in relation to winter.	Begin to understand the need to respect and care for the natural environment and all living things.		Produce a whole class recording.
The Natural World	Learn about similarities and differences in relation to materials and objects.	Talk about different times of the day and activities during the different times. Observe how light travels and light sources.	Learn about habitats and discuss what is necessary to survive in a winter habitat.	Describe and comment on natural world and changes, whilst outside discussing both plants and animals; changes and growth.	Learn how we can protect our marine habitats and marine life?	Design a super hero vehicle using the correct materials. Explore materials and properties such as floating/sinking and water proof.
Past and present	Learn the new vocabulary describing materials.	Understand that some places are special to members of their community-Churches and temples.	Learn about deforestation and how it impacts our environment.	Internet research on life cycle of various animals.	Observe the effects of plastic on Marine life.	Comment on images of familiar situations in the past.
<b>(Links to communication and language)</b>	Compare contrasting environments-Handa's surprise.	Observe the changing states of matter by exploring ice use the newly learnt vocabulary during play. For example, evaporating, melting, dissolving etc.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Use stories to compare settings from past and present.	Understand that some places are special to members of their community-Mosques.	Leyton in present and past. Observe important characters and settings from the past and discuss the differences between now and then.

Understand the effect of changing seasons on the natural world around them.

Learn about our Local area and explore non-fiction books to find information..

Ask questions to find out more and to check they understand what has been said to them.

Use talk to organise thinking and give reasoning.

<b>Expressive Art and Design</b> <b>(Creating with materials + Being imaginative and Expressive)</b>	<p>Introduces a storyline or narrative into their play.</p> <ul style="list-style-type: none"> <li>• Plays alongside other children who are engaged in the same theme.</li> <li>• Play cooperatively as part of a group to develop and act out a narrative</li> </ul>	<p>Use microphones to record and change voices.</p> <p>Use what I have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Use intonation and expression when roleplaying stories in play.</p>	<p>Transient Nature Art Music : recreating</p> <p>Manipulate materials for a planned effect.</p> <p>Use story language in role play.</p> <p>Perform to music.</p>	<p>Represent own ideas and feelings through music, art and role play.</p> <p>Experiment with texture and form of materials and make changes to achieve a planned effect.</p>	<p>Use verbal and non-verbal features to perform and role play.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Develop their own ideas through selecting and using materials and working on processes that interest them. Through explorations find out and make decisions about how media and materials can be combined and changed.</p> <p>Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others.</p>
 <b>PSED</b>	<b>Jigsaw:</b> Being Me in my World	<b>Jigsaw:</b> Celebrating Difference	<b>Jigsaw:</b> Dream and Goals	<b>Jigsaw:</b> Healthy Me	<b>Jigsaw:</b> Relationships	<b>Jigsaw:</b> Changing me
<b>Enrichment and WOW days</b>	Autumn walk to observe changing environment. Recycling and protecting environment.  Design and make a dream house.	<i>Wow Day</i> Maths Week Nativity performance Research and present a planet.	Design and make a habitat. <i>Wow Day</i> Zoo lab animals visit  Culture day.	<i>Wow Day</i> Church Visit (Easter) Observe the growth of the plants that have been planted in the garden area over the year. Research and present life cycle of plant and animal	<i>Wow Day</i> Visit to Brooks Farm Observe the growth of the plants that have been planted in the garden area over the year  Culture day.	<i>Wow Day</i> Art/DT Week Design a super hero vehicle