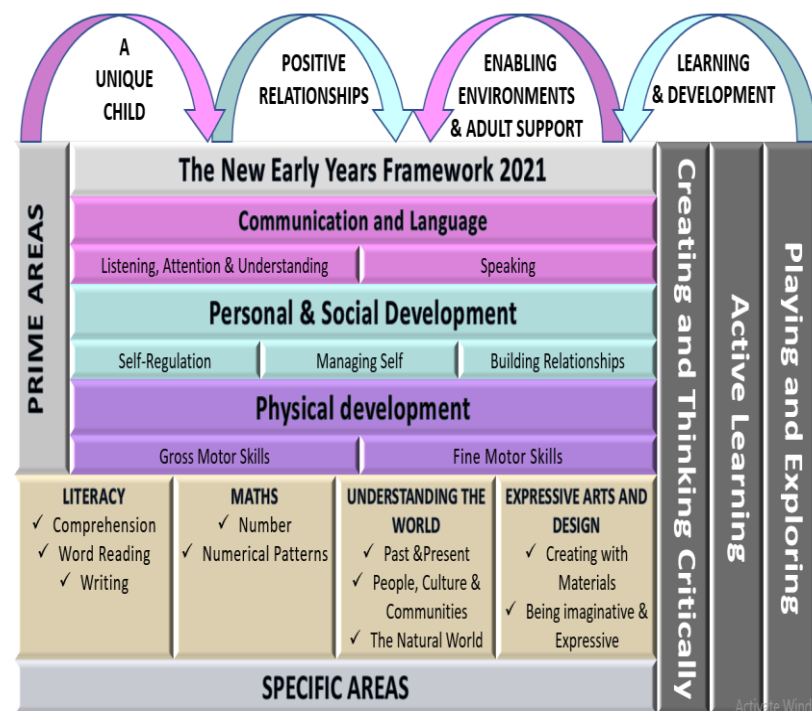
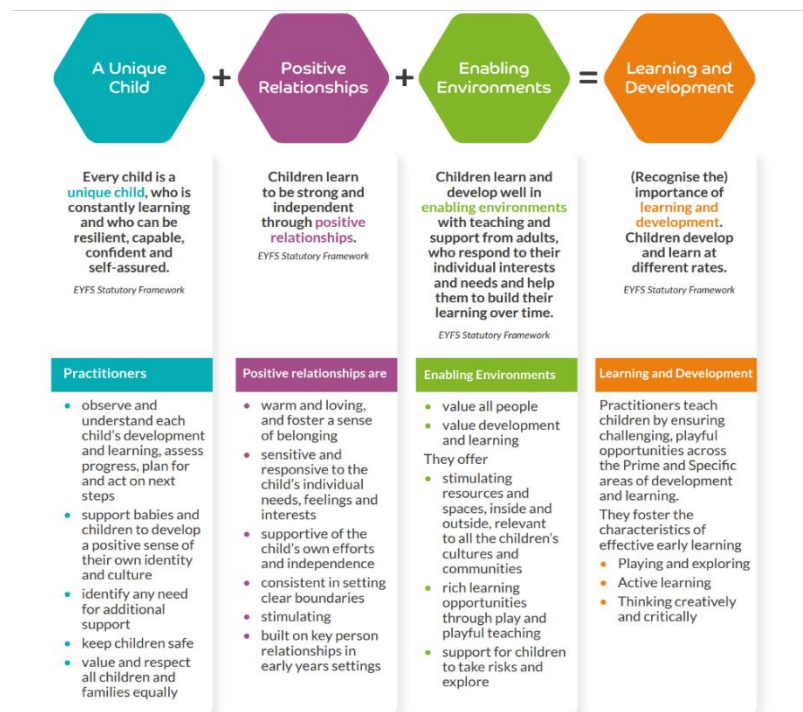


Reception Curriculum 2022-23 -George Mitchell school



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 2022-2023


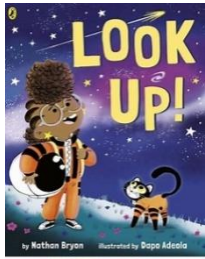
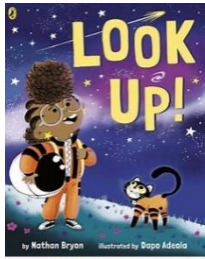
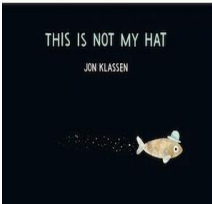
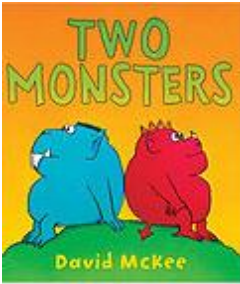
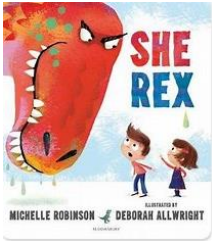
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half Term Topics	Marvellous me	LIGHT AND DARK	THE NATURAL WORLD	GROWTH Recycling	CREATURES BIG AND SMALL Environment	LET'S GET MOVING
Suggested Sub Topics	My family and friends Black history month When we were babies Leyton	Space Bonfire Night Day 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
	<i>National Read a book day-September 5th</i> <i>Recycling week-19th -25th September</i> <i>National Fitness day-21st September</i> <i>The great Big Green week- 24th Sep-2nd Oct</i> <i>Navaratri-Sep 26th-Oct 5th</i> <i>International Astronomy day-Oct 1st</i> <i>Black History month-October</i> <i>National Poetry day-6th October</i> <i>World Mental health day-10th October</i> <i>Harvest -Oct 23rd</i> <i>Diwali-Oct 24th</i> <i>Bonfire Night/Guy Fawkes night-Nov 5th</i> <i>Children's book week-Nov 7th -Nov 13th</i> <i>World Science day-10th November</i> <i>Remembrance Day- Nov 7th</i> <i>Anti-Bullying week-Nov 14th</i> <i>World Nursery Rhyme week-Nov 14th</i> <i>2022 Men's World Cup-Football</i> <i>Nov 20th-Dec 18th</i> <i>Hanukah -December 18th -December 26th</i> <i>Christmas day-Dec 25th</i>		<i>Recycle your Christmas cards-January</i> <i>Energy saving week- January 17th -Jan 23rd.</i> <i>National story telling week- January 29th-Feb 5th</i> <i>Lantern festival-February 8th</i> <i>Random Acts of Kindness week-Feb 14th -Feb 20th</i> <i>International Mother language day-Feb 21st</i> <i>Pancake day-March 1st</i> <i>Lent- 2nd March- 14th April</i> <i>World Book day-March 3rd</i> <i>British Science week- March 11th-March 20th</i> <i>Red nose day- March 17th</i> <i>Holi- March 18th -March 19th</i> <i>Comic Relief- March 18th</i> <i>World Water day-March 22nd</i> <i>Earth Hour- March 26th</i> <i>Mother's Day-March 27th</i>		<i>Ramadan: April 2nd -May 1st</i> <i>Easter Sunday- April 17th</i> <i>Earth Day- April 2023</i> <i>National Walking Month-May 1st-May 31st</i> <i>May day- 2nd May</i> <i>Endangered Species day- May 20th</i> <i>Pride Month-June</i> <i>Water safety week- June 18th-June 25th</i> <i>Eid Al- Adha- Wednesday, 28th 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)
<p>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 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.</p> <p>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>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 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>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 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.</p> <p>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>


Core texts linked
with curriculum



<p>Additional Texts to develop PSED, diversity, inclusion and self-regulation</p> <p>Whole class reads</p>	   <p>Black history month</p> <p>Develop sense of responsibility</p>	  <p>Values of trust, truthfulness and belonging.</p>	  <p>Family</p>	  <p>Celebrating differences and</p> <p>develop self confidence.</p>	  <p>Develop empathy.</p> <p>Accessible language and dyslexia friendly text.</p>	  <p>Learn to respect each others' view points.</p>
<p>Physical Development</p>	<p>PE: Fundamental movement skills 1</p> <p>PD: Developing independence in Self Care routines</p> <p>To talk about and learn good hygiene practise.</p>	<p>PE: Fundamental Movement skills 2</p> <p>PD: Developing pencil grip</p> <p>Begin to form letters correctly when writing sentences.</p>	<p>PE: Dance, Jumping and Landing</p> <p>PD: 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>PE: Fundamental Invasion game skills</p> <p>PD: Understands the impact of diet and exercise on health</p>	<p>PE: Athletics</p> <p>PD: Using Simple tools safely to achieve a desired effect</p>	<p>PE: fundamental ball skills, multi sports.</p> <p>PD: Understands the impact of exercise on health</p> <p>Form letters of correct sizes and shape.</p>

<p>Literacy</p> <p>(Links to CL)</p> <p><u>Reading</u></p> <p>Word Reading, Language comprehension -With Links to communication and language</p> <p>-Rich texts to introduce new vocabulary with opportunities to revisit and apply new vocabulary through roleplay.</p>	<p>Learn and use new vocabulary throughout the day.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Link sounds to letters, saying sounds for taught letters.</p> <p>Practise reading a simple sentence with Phase 2 CVC words during phonics lessons.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - 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. 	<p>Retell the story, once a deep familiarity has been developed; some as exact repetition and some in own words (CL)</p> <p>Anticipate key events in a story.</p> <p>Compare features of fiction and non-fiction books.</p> <p>Complete a rhyming string.</p> <p>Practice reading sentences with phase 2/3 words, high frequency words and polysyllabic words with adult support.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Ask questions to find out about stories (CL).</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Ask questions that are specific to a theme or idea.</p> <p>Use newly learnt vocabulary linked to the topic of winter and animals.</p> <p>Link events of stories to our own lives.</p> <p>Read simple sentences with fluency and talk about what I have read.</p> <p>Use adjectives to describe characters and settings.</p> <p>Read simple sentences using phonics and understand the meaning of what they have read.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Discuss and understand features of a non-fiction text.</p> <p>Read simple sentences and phrases using phase 3 phonics skills. Read phase3 polysyllabic words and diagraphs.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read common irregular words.</p> <p>Answer questions about what I have read and retrieve information from a text.</p> <p>Identify features of non-fiction texts.</p>	<p>Articulate ideas and thoughts about characters and events in well-formed sentences (CL).</p> <p>Describe story events in detail.</p> <p>Develop own narratives based on stories learnt.</p> <p>Read common irregular words.</p> <p>Read polysyllabic words.</p> <p>Begin to use inference skills to talk about what I have read. Talk about feelings, emotions and anticipate events and actions of the characters.</p> <p>Develop fluency in reading by rereading books and sounding out in head.</p>
Phonics	Phase 1 and 2	Phase 2	Phase 2 and 3	Phase 3	Phase 3	Phase 3 and 4

<p>Writing including transcription and composition</p> <p>Developing own narrative by building on pretend play.</p>	<p>Give meaning to marks that I make. Practise writing my name. Ascribe meanings to marks that I see in different places. 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.</p> <p>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.</p> <p>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.</p> <p>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. Introduce Pre-cursive handwriting.</p>
<p>Maths Number and Numerical patterns</p> <p>White Rose</p>	<p>Teacher assessment and NFER Baseline assessment Sort and compare amounts Compare size, mass and capacity. Exploring pattern.</p>	<p>Introduce 1 and 0 Numbers 1, 2, 3 and 4. Subitise in 2 or 3 groups. Compare numbers. Order numbers Sort and represent numbers. Shapes: Learn properties of circles and Triangles. Compare and sort shapes. Develop special awareness. Complete a 3-step pattern. Find 1more/1 less than a number.</p>	<p>1 more/1 less Numbers: 5, 6, 7, and 10. 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. 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>Numbers: 8, 9 and 10. 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 & 10 – 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. Spatial reasoning Visualising and Mapping Patterns and relationships.</p>

Expressive Art and Design (Creating with materials + Being imaginative and Expressive)	Introduces a storyline or narrative into their play. <ul style="list-style-type: none"> Plays alongside other children who are engaged in the same theme. Play cooperatively as part of a group to develop and act out a narrative 	Use microphones to record and change voices. Use what I have learnt about media and materials in original ways, thinking about uses and purposes. Use intonation and expression when roleplaying stories in play.	Transient Nature Art Music: recreating Manipulate materials for a planned effect. Use story language in role play. Perform to music.	Represent own ideas and feelings through music, art and role play. Experiment with texture and form of materials and make changes to achieve a planned effect.	Use verbal and non-verbal features to perform and role play. 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.	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. 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.
 PSED	Jigsaw: Being Me in my World	Jigsaw: Celebrating Difference	Jigsaw: Dream and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing me
Enrichment and WOW days	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