

Reception Class Curriculum Overview 2022

	Autumn 1	Autumn 2	Spring 1 +2	Summer 1 + Summer 2
Topics and themes	Incredible me	Seasons and celebrations	Under the Sea and Pirates	Mini beasts and growing + Ways to look after our world
<p>Communication and Language</p> <p>Following Little Wandle Phonics Scheme, focusing on rhyme and phase 1 listening games.</p>	<p>Name friends, staff members and routines of the day.</p> <p>Begin to learn a bank of nursery rhymes that they can sing from memory</p> <p>Daily action songs- ‘Good morning everyone good morning everyone good morning everyone it’s nice to see you here”, “Days of the week” song and other rhymes and Key Texts to develop recall and joining in with repeat refrains.</p> <p>All about me bags as an avenue for children to listen and share information about themselves and their interests.</p> <p>Topic vocabulary that will be taught and scaffolded throughout the half term. Incredible, amazing, the same, different, unique, family, granny, grandpa, language, cowlick (incredible me), chopsticks, house, flat (my world your world),</p> <p>Key Vocabulary: Linked to routines and starting school:</p> <ul style="list-style-type: none"> <li>• Good morning, Good afternoon, how are you?</li> </ul>	<p>Talk for writing model with Ferdy and the Falling Leaves – encouraging children to use actions to retell a story. Support children to use the actions but also to speak in full sentences when retelling stories using key vocabulary and repeated refrains in the texts.</p> <p>Begin show and tell time every Friday using the flower visual to encourage children to be confident to speak in front of their peers and begin to include more detail into their sentences who, what, when ,where, how? The audience will then have a chance to ask a question to the person doing their show and tell to find out more.</p> <p>Introduce listening detective: listening detective is one person who sits at the front during show and tell time and looks for the best listener in the audience. Create checklist for what good listening looks like – reinforcing key aspects of: Sitting still, legs crossed, looking at the person who is speaking, being quiet and not talking when someone else is talking etc. During show and tell time the listening detective’s ticks on their sheet and at the end identifies the person who was doing the best listening. They then put the person’s name of the super sunshine.</p> <p>Topic vocabulary: Celebrate, hibernate, bare- trees, jealous, lonely, pumpkin, Autumn, Winter, Christian, Hindu, Jewish, beggar, poor, rich,</p> <p>Key Vocabulary: Connectives:</p> <ul style="list-style-type: none"> <li>• because, and, so, then, after</li> </ul> <p>Asking questions and clarifying understanding:</p> <ul style="list-style-type: none"> <li>• What, where, who, when, why</li> </ul> <p>Expressing feelings:</p> <ul style="list-style-type: none"> <li>• You are making me feel/ I am feelings: cross, annoyed, frustrated,</li> </ul>	<p>Learning the names of new types of fish and under the sea creatures using information books and library sessions.</p> <p>Creating maps and using language to describe places that are familiar and local to their home. Creating pirate maps for friends to read and find where the treasure is.</p> <p>Introduce talk detective- create with class a checklist of what a “good speaker” is. Adults to model examples of poor speaking – looking at the floor, mumbling, turning away, talking for a really long time etc. children to then come up with the positive alternative to the negatives modelled by the adults. Children will be developing their ability to speak with increasing clarity and will be able to express themselves effectively and show an awareness of the listeners needs.</p> <p>Key Vocabulary:</p> <p>Topic vocabulary: Sharing a shell: Cab, taxi, romping, tentacle, rocketing, bristleworm, anemone.</p> <p>Tiddler: Shoal, tall tale, dawdling.</p> <p>Feelings: Lonely, isolated, included, welcoming.</p>	<p>Key vocabulary to scaffold: Planet, Earth, Electricity, wires, power station, fuel, energy, pollution, air pollution, litter, deforestation, recycle, exercise, carbon dioxide, oxygen, evaporation, wig, silk, disguise.</p> <p>During show and tell time adults to use the flower question petals explicitly reinforcing question starters: When, where, who, why, how.</p> <p>Developing confidence when speaking in larger/ more unfamiliar groups- when Nursery and their parents/ volunteers come to Forest school.</p> <p>Acting out some of the key texts in role with props – filming on the I-pad and children acting and using the language of the texts and repeated refrains aptly</p> <p>After each sub topic children to create their own small group presentations to explain to another group what (for example)- air pollution is, and why it is bad for our planet. Support children to work together to use language with supporting visuals to explain their understanding and use talk to organise and clarify their thoughts.</p>

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	<p>Introduction and initiating play:</p> <ul style="list-style-type: none"> <li>• My name is, please can I play? please can I join in? What games do you like to play? I like playing...</li> </ul> <p>Making feelings clear and behaviour:</p> <ul style="list-style-type: none"> <li>• Good choice, bad choice, taking turns, sharing, "Stop I don't like that".</li> </ul>	<p>lonely, worried, anxious, cheerful, merry.</p> <ul style="list-style-type: none"> <li>• I am not enjoying this because. Please can we change the game because this is making me feel...</li> <li>• How are you feeling?</li> </ul> <p>Making feelings clear and behaviour:</p> <ul style="list-style-type: none"> <li>• Good choice, bad choice, taking turns, sharing, "Stop I don't like that".</li> </ul>		
<p>Physical Development</p>	<p>Movement to a range of cultural music.</p> <p>Introduction of dough disco, daily wake up shake up and yoga.</p> <p>Cutting photographs and pictures to create their 'All about me' collage.</p>	<p>Every Tuesday children attend Forest School – lots of crafts and gross motor skill provision and activities happen here. We then replicate the activities of the week back in our outdoor space.</p> <p>Using safe needles and thin felt, children to stitch their own Christmas stocking</p> <p>Making Diva lamps with clay for Diwali</p>	<p>Introduce under water ocean malleable cornflour with conditioner – children to make weekly and use during free flow. Hide objects in for children to rescue with tweezers- set challenges for children to complete using this cornflour.</p> <p>Weekly PE sessions on Tuesdays when half class is at Forest School – Children moving like under water creatures (crabs moving sideways, dolphins jumping out etc) around the room and negotiating under the sea obstacle courses.</p> <p>Under the sea themed obstacle courses outside with children using plastic stilts, beanbags and hoops.</p> <p>Weaving on large boards – different shades and forms of water.</p>	<p>Start a 'Funky Friday' finger gym mornings and Football practice for ball control and team interactions.</p> <p>PE- Gymnastics – Date to be confirmed</p> <p>Weekly outdoor forest school sessions</p> <p>Promote writing vertically on the walls covered with paper, and horizontal writing under tables – to develop the shoulder-elbow- wrist movement and core muscle strength.</p> <p>Weekly dance sessions with a partner moving expressively to music – creepy crawly calypso song for the Ugly Bug Ball. Working to create simple repeated routines with a partner.</p> <p>Introduce under water ocean malleable cornflour with conditioner – children to make weekly and use during free flow. Hide objects in for children to rescue with tweezers- set challenges for children to complete using this cornflour.</p> <p>Creating healthy breakfast time for Reception, making a class book/ menu of healthy breakfast choices we can have that will give our bodies energy and keep us healthy. Children to create their own healthy recipes, try making them in cooking and then whittle them down to have during free flow in the morning sessions first 15 mins. Groups of children could be the cooks each day and when presenting the breakfast to the class they must explain what makes it healthy and the impact it has on the body – stretching children's ability to articulate their understanding through talk.</p>

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				<p>Using the coke and coin activity to support understanding of the effect that certain foods and drinks have on the body.</p> <p>Science with Meg in the Lab doing the experiment with different types of drinks and measuring the amount of sugar in each.</p> <p>Creating healthy lunchboxes – children could team up with Fatima to design a healthy lunch that we could create for trips.</p>
<p><b>Personal Social and Emotional</b></p>	<p>Focus on settling and independence. Get to know friends' and adults' names. Become familiar with routines and expectations within the setting.</p> <p>Creating class rules together and introducing Talk Partners.</p> <p>Creating large scale Elmer and discussing the importance of diversity and being kind and sensitive to other people's needs.</p>	<p>Using Ferdy and the falling leaves and What will I do without you- do circle times about the emotion of loneliness. Acting out scenarios when children might experience that feeling, and come up with solutions of how to help someone who is feeling lonely.</p> <p>Classroom managers – children identify positive qualities about their peers and explains their understanding of what is good about that child's learning/ attitude. Regular discussions whole class and small groups with children about what good learning actually is and what it would look like. Scaffolding the importance of team work, and attributes such a being patient, kind, taking turns, all of the characteristics that contribute to good learning. Continuation of developing thoughts about positive attributes about themselves.</p> <p>Using Halloween Winnie the Witch develop children's understanding and appreciation of having a friend and working as a team. Identifying special friends that they have made in Reception</p>	<p>Introduce WOW cards for parents to bring in from home to celebrate what wonderful achievements children have made at home –to be celebrated in school too.</p> <p>Circle times regularly focusing on themes of: honesty (Tiddler) – the importance of telling the truth. Acting out scenarios, using purple mash/internet clips, and emotion puppets to make this feeling and attitude very clear.</p> <p>Using the theme of friendship in the snail and the whale and sharing a shell- - create a kindness and friendship tree, children to contribute on a weekly basis, staff to contribute at lunchtime etc.</p>	<p>Circle times about how our actions can have an impact on the feelings of others – contextualising using key texts.</p> <p>Plan lots of challenges and tasks to encourage collaborative play whereby children initiate their own ideas (ie den-building, rescuing the stuck minibeasts without using their hands, getting objects from one side to another without touching the floor or getting wet etc) Children will be encouraged to have a trial and error approach &amp; review tasks and be resilient when faced with a challenge.</p> <p>Learning detective – children identify positive qualities about their peers and explains their understanding of what is good about that child's learning/ attitude. Regular discussions whole class and small groups with children about what good learning actually is and what it would look like. Scaffolding the importance of the characteristics that contribute to good learning linking to the key texts – honesty, kindness, team work, perseverance,</p> <p>Circle times regularly focusing on Friendship and what makes a good friend/ the importance of team work, Using Charlie and Lola story, Bee wiggled and Michael Recycle.</p> <p>Referring back to the children's wishes that they created at the beginning of term – make link between the promise they made to themselves in order to be better at doing something, now we are going to make promises to the world about what we are going to do to help save our planet and make it a nicer place to live</p> <p>Lots of circle times about the importance of teamwork, if we all work together it will make a much bigger difference – have collaborative projects with Nursery- Smoothies and grassheads.</p>
<p><b>Literacy</b></p>	<p>Explore mark making creating 'All about me' booklets and passports to use in role play.</p> <p>Writing invitations to the Granny Tea Party.</p> <p>Small book making sequencing familiar stories and creating their own books based on their interests.</p>	<p>Continue to explore mark making, moving on to making phonetically plausible attempts at words when writing:</p> <p>Potion writing, Christmas lists, labels for presents, Christmas and Diwali, Hanukah cards, lists of jobs for the elves in the workshop. Creating rules for children to read during</p>	<p>Following Little Wandle Phonics Scheme, focusing on rhyme and phase 3</p> <p>Writing pirate maps, messages in a bottle, wanted posters, under the sea songs, school registers in tiddler role play, creating</p>	<p>Creating class promises to the world based on the 10 things I can do to help my world book.</p> <p>Creating healthy smoothie recipes and instructions cards for the smoothie making competition.</p> <p>Making posters about recycling- particularly junk modelling and paper as this is directly relevant to children's everyday lives.</p>

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	<p>Creating class rhyme book. Begin the rhyme of the week to send home to families.</p> <p>Following Little Wandle Phonics Scheme, focusing on rhyme and phase 1 listening games. Beginning Phase 2 before Half Term.</p>	<p>firework week/ creating bonfire night posters to teach children how to keep safe.</p> <p>Recreating the story of the Jolly Christmas Postman- creating alternative characters and endings to the story.</p> <p>Following Little Wandle Phonics Scheme, focusing on rhyme and phase 2</p> <p>Talk for writing text: Ferdy and the falling leaves</p>	<p>information books about under the sea</p> <p>Talk for writing text: Tiddler</p>	<p>Then doing posters to go in the toilets to remind children when they are washing their hands why it is important not to waste water.</p> <p>Creating water cycle maps in pairs and small groups, labelling and writing sentences to explain what happens at each stage.</p> <p>Designing their own perfect world – what would it look like, what would people behave like, what would it smell like, what would it sound like.... Writing sentences for these questions.</p> <p>Working collaboratively to create a healthy breakfast menu in Reception – for parents and teachers and other children in class to read and choose from – perhaps could do a breakfast week?</p> <p>Writing speech/ thought bubbles for characters in the stories.</p> <p>Mud kitchen role play recipes on large whiteboard and small clip boards</p> <p>Mark making outside on the floor with large chalk</p> <p>Creating cards for friends, registers, maps</p> <p>Pre made small books based on children’s specific interests Writing labels for models in construction and junk modelling area Independent poster making about pollution, recycling, planting etc.</p> <p>Independent orders and menu writing for the breakfast café.</p> <p>Writing their own song lyrics – ugly bug ball inspired.</p> <p>Invitations to the ugly bug ball Talk for writing text: Bee Wiggled</p>
<p><b>Maths</b></p> <p>Following the white Rose Hub Reception</p>	<p>Daily games to develop subitising skills on the dice.</p> <p>Learning the game of 10 nice things using the 10 frame and dice.</p> <p>Regular daily reinforcement of cardinality. Eg: Asking children in tidy up teams to check how many of something there are (up to 5), counting the fruit in the bowl, counting the bikes outside, counting the children in the line.</p> <p>Discussing children’s age and birthdays.</p> <p>Sorting into sets – recognising and matching similarities and differences</p>	<p><b>It’s me 1,2,3!</b> Recognising, comparing and composition of numbers 1,2 3 in many formats/application</p> <p><b>Matching and sorting</b> – identifying the odd one out and using reasoning to explain why</p> <p>Comparing amounts:</p> <ul style="list-style-type: none"> <li>• 1,2,3</li> <li>• Composition of 1,2,3</li> <li>• Representing 1,2,3</li> </ul> <p><b>Exploring shape: Circles and Triangles</b> How to recognise them What the key attributes are... Number of sides Type of sides – straight or curved?</p>	<p><b>Alive in 5!</b> Introducing zero Comparing numbers to 5 Composition of 4 &amp; 5 Comparing mass Comparing capacity</p> <p><b>Growing 6, 7 8</b> Recognising, comparing and representing numbers 6, 7 &amp; 8 Combining two amounts – introduction to addition Making pairs of numbers Exploration of height and length</p>	<p><b>To 20 and beyond!</b> Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate and manipulate</p> <p><b>First, then, now</b> Adding more Taking away Spatial reasoning 2 Compose and decompose</p> <p><b>Find my pattern</b> Doubling</p>

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	<p>Building a language/symbols for representing criteria for sorting</p> <p>Develop language related to time through the use of:          -the days of the week song, - daily use of the class calendar to record the day, date and month          - daily use of the visual timetable to order and sequence events happening throughout the day.</p>	<p>Recognising shapes in the environment          Understanding that circles and triangles come in many different sizes</p> <p><b>Positional Language:</b>          Prepositions to describe – in, on, above, below, next to, between, behind, beside.</p> <p><b>Light &amp; Dark</b>          Representing numbers to 5          Exploring the concept of one more/one less          Shapes with 4 sides          Thinking about time – sequencing &amp; awareness of introduction</p>	<p>Revisit &amp; build upon time work</p> <p><b>Building 9 &amp; 10</b>          Counting to 9 &amp; 10          Comparing numbers to 10          Number bonds to 10          3-D shape introduction          Spatial awareness          Patterns</p>	<p>Sharing &amp; grouping          Even and odd          Spatial reasoning 3          Visualise &amp; build</p> <p><b>On the move</b>          Deepening understanding          Patterns and relationships          Spatial mapping 4          mapping</p>
<p>EAD</p>	<p>Hand and foot print painting to create class rule display.</p> <p>Large scale material patch work Elmer.</p> <p>Self portraits</p> <p>Movement and expression to range of cultural music</p> <p>Opportunities to role play key texts and use a range of cultural dress and props when retelling stories and creating their own imaginative narratives.</p> <p>Learning 'Hello to all the children of the world' song. Saying hello in different languages.</p>	<p>Christmas card making</p> <p>Diwali Diva clay lamps</p> <p>Henna patterns</p> <p>Hannukah cards</p> <p>Printing and flick paint to create their own firework paintings.</p> <p>Remembrance day poppy making using cupcake cases and split pins</p> <p>Show children how to use oil pastels and brushes to create their firework scene.          Using finger painting and cotton buds to create autumn scenes.</p> <p>Working collaboratively to create stained glass pumpkins for the windows</p> <p>Autumn leaf rubbing with wax crayons</p>	<p>Children to film their own alternative endings to key texts read in class. Acting out using props to enhance their roles.</p> <p>Expression to music- linked with PSE children make marks and share their thoughts and emotions about what the music reminded them of or made them think about and feel. Also movement to a range of ocean / water music – drips, waves crashing, soothing flow...</p> <p>Learning songs: Under the sea, the pirate song – when I was one, when I was 2. Singing dancing and using instruments to accompany.</p> <p>Linking to friendship and sharing a shell and rainbow fish – create handprint fish puppets see attached pics          3d octopus – developing children's interest in creating 3d structures.</p> <p>Egg and shoe box under water coral reef boxes- children to work in pairs to create and design their own coral reef with moving characters.</p> <p>Tea bags to stain and create their own treasure maps – how to make things look old and worn.</p> <p>2simple software for creating pictures</p>	<p>Using clay to create impressions to express feelings and experiences of spring. Collect materials from Forest School to use.</p> <p>Creating clay super hero tiles of themselves – they are the save the world super hero's</p> <p>Expression to music – creating routines and movements to symbolise growth (linked to growing cycle). Begin to encourage children to work in pairs when creating their movements together. Move on to using the Calypso music for the Ugly Bug Ball.</p> <p>Using purple mash to digital art work about ways to save the planet          Linked to UW- Doing lots of planting- children be in control of what we grow, monitoring it, taking care of it, when the fruits are ripe -using them in cooking.          Strawberries, peas, cress, tomatoes, chives and herbs, sunflowers, pansies.</p> <p>Using charcoal to explore creating sharp lines and smudging- linking to air pollution</p> <p>Bark and leaf rubbing- related to air pollution and the importance of trees.</p> <p>Observational drawings of flowers- linking with seasons and the importance of preserving and looking after living things.</p> <p>Junk modelling and using papier mache to create large 3d structures – based on children's interest – air pollution, recycling, saving water etc. Respond once 10 things I can do to save my planet has been read a few times.</p> <p>Creating Earth salt dough necklaces.</p> <p>Creating pollution collages using magazines and newspapers.</p>

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			<p>Programming bee bots</p> <p>Designing and creating pirate underpants with children</p>	<p>Calypso steel pan music and song to learn as a class.</p> <p>Create props and costumes</p>
UW	<p>Familiarising themselves with the ICT equipment within the continuous provision such as Bee- Bots, Interactive White Board, I-Pads.</p> <p>Exploring different family units and relationships through key texts.</p> <p>Going on a local walk to explore our immediate area and identify places of significance to us all in the community- arsenal stadium, local café, local shop, arsenal station, the ecology centre. We will then use this to create a large scale local map outside with key points of interest to use in role play with the bikes and other props.</p>	<p>Observational drawings of the trees at Gillespie Nature Reserve- discussing the change in the colours and texture of the leaves.</p> <p>Learning the Rama and Sita story and dance and creating Henna patterns with Nursery class to explain what Diwali is all about.</p> <p>Celebrating Hunnukah</p> <p>Hosting the Grandparent Tea Party</p> <p>Using pumpkins to make pumpkin soup and talking about Harvest time.</p> <p>Making winter coloured ice blocks</p>	<p>Exploring under the sea habitats for fish, learning about the coral reef.</p> <p>At the beginning of the topic elicit from children any prior knowledge they may have – or address any misconceptions. Moving on from this generate curiosity by posing questions with “I wonder...” and encourage children to think of their own questions about what they would like to know more about. Use information books, visit to the library, iPads, the internet to scaffold children’s understanding of how we research. E.g: I wonder what sharks like to eat? I wonder if Jelly fish feel like jelly when you touch them?-</p> <p>Forest School sessions - encouraging the children to observe and comment on the changes they can see in the immediate environment. Also see attached Forest School sessions.</p> <p>Observational drawing of the winter trees in Highbury Fields.</p> <p>Explore materials to create a waterproof diving suit for Fizz- exploring properties of different materials and testing them in water.</p> <p>Testing materials and floating and sinking in lab 13 with Meg</p>	<p>Main areas covering: Air pollution + the importance of trees Electricity as a source of energy – looking at ways to reduce energy use. Recycling- junk modelling- sorting, and food waste Pollution- using waste bins. Exercise- looking after ourselves The importance of looking after living things- planting, looking after creatures such as birds etc.</p> <p>Continuation on Forest school, sharing the sessions and working collaboratively with Nursery.</p> <p>Signs of spring walk- observational drawings in local environment of blossom trees, flowers etc.</p> <p>Caring for class caterpillars with Nursery</p> <p>Making messages to leave in the local area to remind children and members of the community not to pick the flowers and to look after the living things that grow in the park.</p> <p>Local trip to the Regents canal to observe water pollution.</p> <p>Potential visit to Camley street to take part in summer workshop.</p> <p>Local walk to Blackstock road to do a survey and observe how many cars, buses, vans we see in 10 minutes. Then doing the same but looking for cyclists, people scooting etc.</p> <p>Forest school- developing understanding about change in seasons and the importance of preserving creatures’ habitats</p> <p>Learning about where paper comes from – paper cycle and deforestation.</p> <p>Potential visit from the recycling team who collect our school recycling – to talk to the children about their role and what happens to the paper and recycling once it leaves our school</p> <p>Growing our own plants + herbs in our growing garden and grass heads inside.</p> <p>Using grass heads as experiment to observe change over time</p>

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				<p>Referring to Super Daisy text to discover what effect food has on the body – lots of food tasting, espresso video clips about the detrimental effect of sugar and fatty foods etc.</p> <p>Using drop goes plop to learn about the water cycle. Creating our own water butts to preserve rain water.</p> <p>Learning about Ramadan and Eid and how our Muslim friends celebrate.</p>
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