

Reception – Spring Term 1 2022 - Curriculum Map – We’re Going On A Journey!

Key Skills

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<p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others, regulate behaviour accordingly. • Work and play cooperatively and take turns with others. • Give focused attention to what the teacher says • Form positive attachments to adults and friendships with peers. • Set and work towards simple goals. 	<p style="text-align: center;"><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • Articulate ideas and thoughts in well-formed sentences. • Describe events in some detail. • Engage in story times. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Engage in non-fiction books. 	<p style="text-align: center;"><u>Physical Development</u></p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body strength, co-ordination and balance. • Develop small motor skills- holding pencil correctly, using scissors etc • Combine different movements with ease and fluency. 	
<p style="text-align: center;"><u>Literacy</u></p> <ul style="list-style-type: none"> ▪ Read known individual letters by saying the sounds for them. ▪ Blend known sounds into words. ▪ Read some letter groups that each represent one sound. ▪ Read a few common exception words. ▪ Read short words. ▪ Write known recognisable letters, most of which are correctly formed. ▪ Write short sentences. ▪ Demonstrate understanding of what has been read to them by retelling stories and narratives using new vocabulary. 	<p style="text-align: center;"><u>Mathematics</u></p> <ul style="list-style-type: none"> ▪ Count objects, actions and sounds. ▪ Subitise. ▪ Like the numeral with its cardinal number value. ▪ Explore the composition of numbers to 10. ▪ Compare numbers. ▪ Compare length, weight and capacity. 	<p style="text-align: center;"><u>Understanding the World</u></p> <ul style="list-style-type: none"> ▪ Comment on images of familiar situations in the past. ▪ Recognise that people have different beliefs and celebrate special times in different ways. ▪ Describe what they see, hear and feel whilst outside. ▪ Understand the effect of changing seasons on the world around them. ▪ Draw information from a simple map. ▪ Recognise some environments are different to the one in which they live. 	<p style="text-align: center;"><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> ▪ Explore a variety of artistic effects to express their ideas and feelings. ▪ Safely use and explore tools. ▪ Create collaboratively sharing ideas, resources and skills. ▪ Listen attentively, move to and talk about music, expressing feelings. ▪ Develop storylines in their pretend play. ▪ Sing a range of well-known nursery rhymes and songs. ▪ Explore and engage in music making, performing solo or in groups.

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Outcomes

<u>Personal, Social and Emotional Development</u>		<u>Communication and Language</u>		<u>Physical Development</u>	
Continue to follow class routines, expected behaviour in school and on the playground. Children’s Mental Health Week - Understand our own and others feelings and regulate independently. Continue to manage our own needs e.g. going to the toilet, putting on coats, managing fastenings on clothes...		Role play – Travel Agents/Transport – Bus/Train station. Listening to and retell stories – repetitive stories ‘We’re going on a Bear Hunt’ and ‘We all go Travelling by’. Use new vocabulary in different situations. Learn and explore new rhymes, poems and songs. Ask questions to develop understanding.		Undressing and dressing for P.E. Specific P.E lesson planning using Get Set 4 PE – Gymnastics. Using a pencil with tripod grip. Dough gym, mark making and sensory activities. Explore block area both indoor and outdoor – making landmarks/buildings we might see in our local area. Large construction – crates, tyres etc. Outdoor activities – transport, travel, mapping.	
<u>Literacy</u>		<u>Mathematics</u>		<u>Understanding the World</u>	
Listening to stories – topic based and chosen stories for story time. Recognise and write full name – each morning. Blend sounds into words to read short words and sentences. Read and write common exception words Begin to write simple sentences. Phonics – Little Wandle. School Library session. Daily access to mark making/reading areas both indoors and outdoors. Explore a variety of fiction and non-fiction books about transport/travel.		NCETM – Basic Skills Subitising, counting, composition and comparing of numbers to 8, match quantity to numeral, understand part whole. White Rose Maths Alive in 5! – introducing zero, comparing numbers to 5, composition of 4 and 5, compare mass & capacity. Growing 6, 7, 8 - numbers 6, 7 & 8, making pairs, combining 2 groups, length & height, time.		Mapping – journeys to and around school, different types of maps. Recognise similarities and differences between our culture and others. Understand similarities and differences between things in the past and now – transport. Recognise different beliefs and celebrations that are special to members of our community – Chinese New Year. Look at the natural world around us – Winter weather. Collective Worship. Come and See.	
<u>Religious Education</u>				<u>Expressive Arts and Design</u>	
Celebrating Gathering				How to use the equipment within the creative area safely. Develop experience of model making – landmarks. Specific Music lesson taught by specialist music teacher. Exploring musical instruments. Daily access to construction/small world areas both indoors and outdoors. Use designing skills – maps, buildings, transport. Develop storylines in their independent play. Perform songs and rhymes – we all go travelling by.	
		<u>Enhancements</u>		<u>Spanish</u>	
		Travel Agents/Transport. Safer Internet Day. Children’s Mental Health Week. Chinese New Year		Greetings. How are you? Numbers to 10. Animals. Colours. Parts of the body. Spanish songs.	
<p><u>Week 1</u> – Brilliant Beginnings – What do you see on your journey to school?</p> <p><u>Week 2</u> – We’re Going on a Bear Hunt.</p> <p><u>Week 3</u> – Martha Maps it out.</p> <p><u>Week 4</u> – Martha Maps it out.</p> <p><u>Week 5</u> – We All Go Travelling By...</p> <p><u>Week 6</u> – We All Go Travelling By...</p>					