

## Bleakhouse Primary School Reception 2021-2022 Curriculum Map

RWI Daily	Aut 1	Aut 2	Spg 1	Spg2	Summ 1	Summ 2
	<b>My Family</b>	<b>Celebrations</b>	<b>Traditional Tales</b>	<b>Where Food Comes from</b>	<b>Space</b>	<b>Journeys</b>
<b>Starting Points for Learning (to be added to by children's interests and ideas)</b>	Starting school - my new class New Beginnings People who are important to me My family PSED focus: What am I good at? How do I make others feel? Being kind and staying safe Where I live. Adults in school who help us	Guy Fawkes / Rama and Sita / Nativity. Celebrations in own home: Christmas People who help us in different ways (postman). Emergency services. Charities – courage and Kindness: Remembrance Day/Children in Need/Antibullying week	Favourite stories / retelling and rehearsing stories / puppet show stories / Favourite characters / Traditional stories from British culture and other cultures	Staying healthy / The Human body/ How have I changed? Plants & Flowers – nature detectives / Growing / Who lives in the garden? / Creature habitats / caring for plants and animals in the garden / What can we do in the garden? Weather / seasons / designing garden ornaments, plant pots etc.	Explorers and astronauts – different worlds/ moon/ rockets	Where do I live? Where is the UK? Where in the world have you been? / would you like to go? How can we get there? Hot / Cold climates – compare countries and regions in the world.
RE	Harvest (Christian)	Nativity (Christian) Diwali (Hindu)	The Story of Easter Palm Sunday	Hindu Gods – Ganesh	Special Places: Mosques (Islam)	Leaders and Followers: The Wise Man and the Foolish Man
Trips/Visits	Exploring school environment – forest school/outdoor learning	Sandwell Christmas Farm	Trip Little Owls Farm Barn	Visit to local supermarket  Dairy Farmer visit to school - where milk comes from	Planetarium visit to school	Children to go on local bus trip to local park  Trip to a local Church

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Wider Curriculum	Harvest Festival BHM Safer Internet Day	Remembrance Day Children in Need Antibullying week Christmas Nativity Mental Health Week	World Book Day Book Week Mother's Day Chinese New Year Comic Relief	Easter	Ramadan Eid Al Fitr Queen's Jubilee	Eid Al Adha Father's Day
Assessments	RBA School Reception baseline Wellcomm Baseline RWI Entry assessment and Assessment 1 Boxhall	Tracker sheet update Wellcomm EAL tracker RWI Assessment 2 Boxhall	Tracker sheet update Wellcomm EAL tracker RWI Assessment 3 Boxhall	Tracker sheet update Wellcomm EAL tracker RWI Assessment 4 Boxhall	Tracker sheet update Wellcomm EAL tracker RWI Assessment 5 Boxhall	Tracker sheet update ELG Profile GLD Assessment Wellcomm EAL tracker RWI Final Assessment Boxhall
Weekly Topics	Starting School My family My Body	Bonfire Night Diwali Remembrance Day Christmas Christmas Nativity	Traditional Tales	Growing Farming Food from different countries		

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<p>Books</p> <p>Range of story books for children to access independently and for home readers linked to topic</p>	<p>Pete the Cat Funnybones The Great Big Book of Families The Way I Feel</p>	<p>Let's Celebrate Special Days Around the World What Do You Celebrate Rama and Sita The Jolly Christmas Postman</p> <p>Twas the night before Christmas</p>	<p>The Three Billy Goats Gruff LRRH A Squash and a Squeeze Mixed Up Fairy Tales</p>	<p>How did that get in my lunchbox? The growing story Clarabelle Milk from cow to carton Farming Meet Pete William Bees Wonderful World of Tractors and Farm Machines</p>	<p>Goodnight Spaceman Look Up Alien You Choose in Space The Dinosaur who Pooped the Planet Captain Invincible and the Space Shapes</p>	<p>The Naughty Bus The Hundred Decker Bus Emma Janes Aeroplane Harrys Home The Train Ride</p>
<p>Nursery Rhyme</p>	<p>Head Shoulders Knees and Toes I hear Thunder Row Row Row your Boat Hickory Dickory Dock</p>	<p>Remember, Remember the 5<sup>th</sup> of November 10 Little Fireworks standing in a row. I'm a little Diva Lamp Here we go around the Christmas Tree</p>	<p>Old MacDonald had a Farm Baa Baa Black Sheep Goosey Goosey Gander Mary had a Little Lamb</p>	<p>5 Little Ducks come out to play Little Bo Peep This Little Piggy One Man went to Mow</p>	<p>Five Little Men in a Flying Saucer Twinkle Twinkle Song One two three Little planets</p>	<p>Wheels on the Bus I saw a ship sailing on the Alley Alley Oh Ride a Cock Horse to Banbury Cross</p>
<p>PSED/Jigsaw</p>	<p>Turn Taking Classroom Rules Families Same Different Hygiene Similarities and differences Emotions - Happy/Sad</p>	<p>Relationships Valuing differences Keeping safe</p>	<p>To begin to resolve conflicts with others independently Goals and Dreams</p>	<p>Living in the wider world taking care of the environment</p>	<p>Living in the wider world rights and responsibilities</p>	<p>Moving on and Growing Transition to Year One</p>

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<p>CL</p>	<p>Listening to others in small group and whole class. Listening carefully to rhymes and songs, paying attention to how they sound.</p> <p>Develop social phrases e.g. Good Morning, how are you? Responding appropriately to others Talking about my needs</p>	<p>Listen carefully to others and repeat what is heard.</p> <p>Learns rhymes poems and songs. Recites rhymes, poems and songs with others and alone (Nativity)</p> <p>Describe familiar event in detail. Retell experiences to an adult in the classroom</p>	<p>Independently retell a traditional tale, a rhyme or a song – some as exact repetition and some in their own words</p> <p>Speaking in well-formed sentences Talk about stories Connect one idea to another using a range of connectives</p>	<p>Observing and explaining where food comes from how we get food</p> <p>Engage in non-fiction books to develop a deep familiarity with new knowledge and vocabulary</p> <p>Use new vocabulary in different contexts. Talk about facts they have learned in school from books.</p>	<p>We are effective communicators Imagining, pretending and recreating experiences</p> <p>Explaining and reasoning Describe the events from space Talk about the problems in space and how and why questions to solve them – how things work/why they might happen. Speak in full sentences</p>	<p>Listen to and talk about stories – remember key features of plot, characters and settings.</p> <p>Speak in well formed sentences. Speak to unknown adults when necessary.</p>
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<p>PD – Continually check the progress of children’s handwriting (pencil grip and letter formation, including directionality) . Provide extra help and guidance when needed.</p>	<p>Self-help-skills Toileting, hand washing, putting coat on and off independently/zips/buttons Pincer finger grip Scissor Skills – hold scissors correctly making snips Drawing Lines and circles (anticlockwise) Copying Letters from my name Manipulate objects with good fine motor skills: Dough Disco: Finger Gym</p>	<p>Develop Muscle tone to put pencil pressure on paper. Three finger pencil grip Teach and model correct letter formation Engage children in structured activities: guide them into what to draw, write or copy. Show preference for dominant hand Using scissors to cut along lines. Use tools to effect changes Manipulate objects with good fine motor skills: Dough Disco: Finger Gym</p>	<p>Tripod Correct pencil/scissor grip along straight lines. Begin to form letters correctly including correct orientation Whole class: handwriting Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p>Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a curved line with scissors like a circle</p>	<p>Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</p>
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<p><b>Gross Motor</b></p> <p><i>Opportunities provided daily in continuous outdoor provision for moving, controlling objects, strength, agility, and balance. The children will be reinforcing and consolidating skills throughout the year,</i></p>	<p>Keeping our bodies healthy</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully</p> <p>Digging, sweeping, watering for growing vegetables</p>	<p>Create different obstacle courses both in a group and independently to combine different movements with ease and fluency: rolling, crawling, jumping into a hoop, running</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. With precision and accuracy.</p>
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<p>Literacy</p>	<p>Copy letters from their name – first letter correctly formed and upper case. Drawing simple representations of self/things they like Mark making labels of pictures-house/family/body Read some individual letters by saying the sounds for them.</p>	<p>Correct formation of letters of first name Read individual letters by saying the sounds for them. Spell words by identifying the sound and by writing the corresponding letter in the correct order. (cvc) Simple sentence making. Making lists (Santa) Reciting stories Making up own stories Letter writing (modelled to children)</p>	<p>Independent writing of first name and last name with correct letter formation and finger spaces between. Read some letter groups that each represent one sound and say sounds for them Writing a caption of a story e.g. He has a cap. Orally making up own Fairy Tales.</p>	<p>Rereading class books independently to build up confidence fluency, understanding and enjoyment. Read simple phrases and sentences made up of words with known letter sound correspondences and a few exception words. Re read what they have written Using finger spaces to separate words. Writing short sentences with words with known sound letter correspondence using a capital letter.</p>	<p>Non-Fiction books discuss contents and index pages Understand how to retrieve and present factual information through making own information book, labelling, bullet or numbered lists Read simple sentences Writing short sentences with a capital letter and a full stop.</p>	<p>Write an account of a journey that you went on Retell the story from one of our books. Narrative about a journey Writing short sentences using a capital letter and full stop and finger spaces independently.</p>
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<p>Mathematics</p>	<p>Touch counting 1 - 3 Counting objects actions and sounds Subitise 1 - 3 Number recognition 1-3 Counting out a number of objects to 3 Matching number to quantity to 3 Singing counting songs Copy and create repeating Patterns AB</p>	<p>Touch counting 1-5 Subitise 1 - 5 Number recognition 1-5 Counting out a number of objects in order to 5 Count out a smaller number from a larger group Matching number to quantity to 5 Compares 2 groups more/fewer than Cardinal numbers Copy and create repeating Patterns ABB Understanding the language of part, part whole</p>	<p>Touch counting 1-10 Conceptual Subitise up to 10 Number recognition 1-10 Counting out a number of objects in order to 10 Composition of numbers to 10 Copy and create repeating Patterns ABC/ABBC Name and recognise properties of 2d shapes Compare capacity Count to 20 and beyond</p>	<p>Compare length Name and recognise properties of 3d shapes To begin to add and subtract using part part whole and recognise the symbols for this Understand 1 more than/fewer than Explore symmetrical patterns which each side is a familiar pattern linking this to doubles To explore the composition of numbers to 10 including number bonds 5 and 10</p>	<p>Automatically recall number bonds to 10. Compare weight Heavier and lighter Select, rotate and manipulate 2d and 3d shapes. Explore the composition of 10</p>	<p>Count beyond ten Count verbally beyond 20 pausing at each multiple of 10. Continue to develop confidence and accuracy counting objects beyond 20 Addition, Subtraction Count on and back 2 more, 10, more, 2 less 10 less Weight Heavy/light Chanting 2's, 5's and 10's times tables Find 2d shapes within 3 d shapes</p>
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<p>UW</p>	<p>Talking about similarities and differences between themselves and friends Talk about family/familiar people and customs Name and describe people who are familiar to them.</p>	<p>Seasonal Changes Talk about familiar situations in past Recognise different beliefs – different celebrations at different times Some places are special to members of a community.</p>	<p>Building bridges and different homes. Talking about and using different textures and materials History of Homes and Environment Drawing story maps. Compare and contrast characters in stories Recognising that some environments are different from their own - My Home – My local area</p>	<p>Looking at where food comes from. Planting, growing eating healthily, cooking. Look at foods from around the world what can be grown in our country – similarities and differences why do we need to get food from other countries Exploring natural world – outdoor area – see /hear and feel Healthy eating Understanding growth</p>	<p>Explore what astronauts wear and why. What materials are used in space? Explore what astronauts could eat. What does space look like – what does the earth look like - Telescopes look at the stars find out about the constellations e.g. the bear</p>	<p>Seaside and City find out about differences Make transport boats floating and sinking, planes do they fly? Explore parachutes - heavy light Maps, drawing maps Countries Around the World</p>
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<p>EMM</p>	<p>Explore artistic effects by <b>Kandinsky</b>: cutting circles, repeating patterns, painting, using brushes using playdough tools.</p> <p>Self Portraits paint /colour mixing Collage – mixing materials Collaborative art pieces</p>	<p>Explore artistic effects by <b>Andy Goldsworthy</b> Use natural materials to make firework pictures and Autumn leaf and stone pictures in circular patterns. Use squashes to make a Halloween pumpkin cut out Vegetable printing Clay Diva Pots use clay tools</p> <p><b>Music</b> Watch and talk about music and performance art: Bangra dance – perform and move to.</p> <p>Christmas performance</p>	<p>Explore artistic effects by <b>Claude Monet</b> Paint pictures of outdoors landscapes Design and build a home Making their own traditional tale character. Using different forms of media to make artwork.</p> <p><b>Music</b> Sing in a group or on own increasingly matching the pitch and melody -</p>	<p>Explore artistic effects by <b>Antoine-Louis Barye</b> Make animal sculptures explain sculpting <b>William Huggins</b> Paint different animals using different techniques, fingers, brushes, palette stick</p> <p>Make wire and weave sculptures of farm animals</p>	<p>Explore artistic effects by <b>Vincent Van Gogh</b> Paint Stars Make the planets papier Mache balloons Textures and materials Make space playdough Make rock/moon cakes Glowing stars Craters on the moon</p> <p><b>Music</b> Walking on the Moon Sting Davis Bowie Space odyssey song Starry Starry Night</p>	<p>Explore artistic effects by <b>Pablo Picasso</b>, On the Beach <b>Winston Churchill</b> seaside painting Make seaside/city model using different media</p>
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Technology	Exploring ICT equipment within the early years. Using smart board to play games.	To read Online safety stories (Chicken Clicken, Troll Stinks, #Goldilocks) To explore technological toys such as BeeBots.	To select and use technology for a purpose. To select digital devices to take pictures/videos for a purpose. To Recognise a range of technology is used in the home and at school.	To begin to programme BeeBots to move forwards and backwards.	To know what is safe or unsafe when using the internet  To begin to experiment with laptops	To begin to understand that we can search the internet using keywords
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