

## Year: Reception - Curriculum Map 2021-2022

	<b>Autumn 1 All About Me!</b>	<b>Autumn 2 Terrific Tales</b>	<b>Spring 1 Pets</b>	<b>Spring 2 Beasts, Big and Small</b>	<b>Summer 1 Food and Farming</b>	<b>Summer 2 Let's Go on Safari</b>
	<b>Personal and Social Development</b>					
<b>Self- Regulation</b>	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Dreams and Goals Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
<b>Managing Self</b>						
	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> <li>✓ Controlling own feelings and behaviours</li> <li>✓ Applying personalised strategies to return to a state of calm</li> <li>✓ Being able to curb impulsive behaviours</li> <li>✓ Being able to concentrate on a task</li> <li>✓ Being able to ignore distractions</li> <li>✓ Behaving in ways that are pro-social</li> <li>✓ Planning</li> </ul>					

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- ✓ Thinking before acting
- ✓ Delaying gratification
- ✓ Persisting in the face of difficulty.

### British Values

#### **Mutual respect**

We are all unique.  
We respect differences between different people and their beliefs in our community, in this country and all around the world.  
All cultures are learned, respected, and celebrated.

#### **Mutual Tolerance**

Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.  
Mutual tolerance of those with different faiths and beliefs and for those without faith.  
Done through celebrations

#### **Rule of law**

We all know that we have rules at school that we must follow.  
We know who to talk to if we do not feel safe.  
We know right from wrong.  
We recognise that we are accountable for our actions.  
We must work together as a team when it is necessary.  
Class rules

#### **Individual liberty**

We all have the right to have our own views.  
We are all respected as individuals.  
We feel safe to have a go at new activities.  
We understand and celebrate the fact that everyone is different.

#### **Democracy**

We all have the right to be listened to.  
We respect everyone and we value their different ideas and opinions.  
We have the opportunity to play with who we want to play with.  
We listen with intrigue and value and respect the opinions of others.

#### **Recap all British Values**

Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.  
Fundamental British Values are not exclusive to being British and are shared by other democratic countries.

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<b>Physical Development</b>						
<b>Fine Motor</b>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p> <p>More Ideas here: <a href="https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/">https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/</a></p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego</p>
<b>Gross Motor</b>	<p>Cooperation games i.e. parachute games.</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Changing for PE / Help individual children to develop good personal hygiene.</p> <p>Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Ball skills- throwing and catching.</p> <p>Crates play- climbing.</p> <p>Skipping ropes in outside area</p> <p>dance related activities</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options</p>	<p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs.</p> <p>Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music</p> <p>Gymnastics ./ Balance</p>	<p>Balance- children moving with confidence</p> <p>dance related activities</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance / moving to music</p>	<p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p> <p>Gymnastics ./ Balance</p>

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### Communication and Language

<b>Listening, attention and understanding</b>	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration</p>	<p>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask's how and why questions.. Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p><u>Time to share!</u> Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<b>Speaking</b>	<p>Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>					

### Literacy

<b>Comprehension</b>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps</p>	<p>Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs.  Read simple phrases and sentences made up of</p>	<p>Information leaflets about animals in the garden/plants and growing.  Re-read books to build up their confidence in word reading, their fluency and their understanding and</p>	<p>Stories from other cultures and traditions  Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p>	<p>Can draw pictures of characters/ event / setting in a story  Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p>
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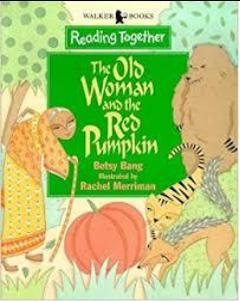
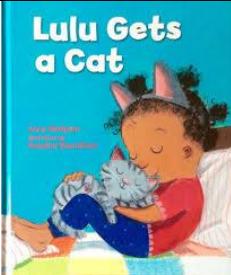
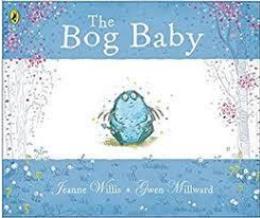
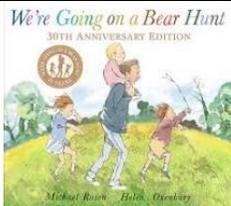
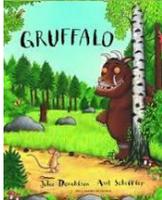
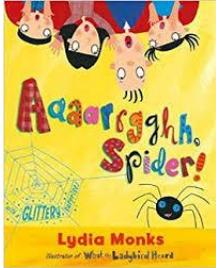
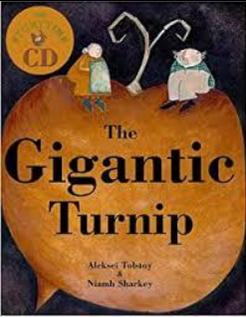
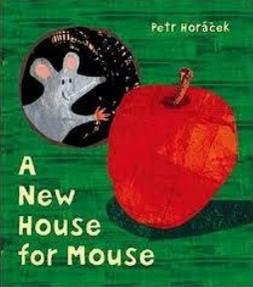
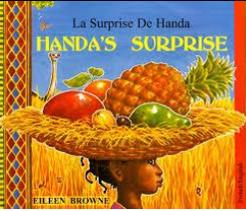
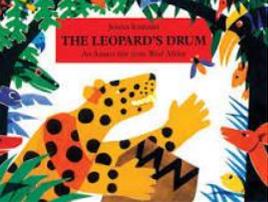
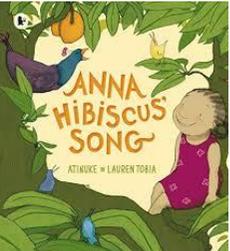
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	<p>names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>and orally retelling new stories. Non-Fiction Focus Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI.</p> <p>Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>enjoyment. World Book Day</p> <p>Timeline of how plants grow.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters</p> <p>Pajamarama Day</p>	<p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story.</p> <p>- Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
<b>Word Reading</b>	<p>Phonic Sounds: recap phase 1, introduce s,a,t,p, i ,n whole class</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily. This will make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: phase 2</p> <p>Differentiated groups</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: phase3</p> <p>Differentiated groups / Ditties</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’,</p>	<p>Phonic Sounds:phase 3</p> <p>Differentiated groups</p> <p>Reading: Story structure-beginning, middle, end.</p> <p>Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’,</p>	<p>Phonic Sounds: phase 4</p> <p>Differentiated groups:</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet.</p> <p>Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’,</p>	<p>Phonic Sounds: phase 4</p> <p>Differentiated groups</p> <p>Reading: Reading simple sentences with fluency.</p> <p>Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>

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			'storm', 'night'.	'himself', 'jumping'.	'said', 'were'.	
			Children should not be required to use other strategies to work out words.			
<b>Writing</b>	<p>Texts as a Stimulus: Nursery Rhymes Label characters Create an I wish picture / make marks Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Texts as a Stimulus: Sequence the story Speech bubbles Create a wanted poster  Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge.  Help children identify the sound that is tricky to spell.  Sequence the story  Write a sentence</p>	<p>Texts as a Stimulus: CVC words / simple sentence writing using high frequency words Labels and simple captions  Mini beasts – Animal Fact File – Compare two animals  Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.  Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Texts as a Stimulus: Retell parts of the story / repeated refrains / speech bubbles Describe foods / adjectives  Healthy Food – My Menu / Bean Diary  Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Write 2 sentences</p>	<p>Texts as a Stimulus: Journey story Retell the story in own words / reverse the journey Describe each animals Write new version Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.  Acrostic poems</p>	<p>Texts as a Stimulus: Write facts Write a postcard / diary writing  My Holiday – recount  Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description</p>

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<p><b>Power of Reading Texts</b></p>	 		 	  	 	  
<p><b>Genres/ Other texts covered</b></p>	<p>Fiction: Bubble Trouble Lost and Found Starting school</p> <p>Poetry: Here's a little poem.</p>	<p>Fiction: Goldilocks and the three bears. The three little pigs The gingerbread man Jack and the beanstalk</p>	<p>Information: Our very own dog Looking after cats and kittens Looking after dogs and Puppies</p> <p>Fiction: The great pet sale Kippers new pet</p>	<p>Information: Yucky Worms First Facts: Bugs First fabulous facts</p> <p>Fiction: The Very hungry Caterpillar Snail Trail</p>	<p>Information: First Farm facts Roots</p> <p>Fiction: A squash and a squeeze Oliver's vegetables</p>	<p>Fiction: The lion who wanted to love Giraffe's can't dance Meerkat mail</p> <p>Non- Fiction: African animals</p> <p>Poetry: All join in</p>

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<b>Maths</b>						
<b>Number</b>	<p>Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. Pattern and early number</p>	<p>Numbers within 6 Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six Addition and subtraction within 6 Explore zero •Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 2-D &amp; 3-D shapes •Describe position accurately Calendar and time Days of the week, seasons •Sequence daily events</p>	<p>Numbers within 10 Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Numbers within 15 Count up to 15 objects and recognise different representations •Order and explore numbers to 15 •One more or fewer</p>	<p>Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing Numbers within 20 Count up to 10 objects •Represent, order and explore numbers to 15 •One more or fewer Doubling and halving Doubling and halving &amp; the relationship between them</p>	<p>Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns Addition and subtraction within 20 Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving Money Coin recognition and values •Combinations to total 20p •Change from 10p Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</p>	<p>Depth of numbers within 20 Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards Numbers beyond 20 One more one less •Estimate and count •Grouping and sharing</p>
<b>Numerical Patterns</b>	<p>Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week.</p>					
<b>RE</b>	Myself	Welcome  Birthdays	Celebrations	Gathering  Growing	Good News	Friends  Our World
<b>Topic</b>	 Making Friends	 Terrific Tales	 Pets	 Beasts, big & small	 Food & Farming	 Let's go on Safari

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### Understanding of the World

<p><b>Past and Present</b></p> <p><b>People, Culture and Communities</b></p> <p><b>The Natural World</b></p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p>Share different cultures versions of famous fairy tale</p>	<p>Listening to stories and placing events in chronological order.</p> <p>What can we do here to take care of animals?</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Explore a range of animals. Learn their names and label their body parts.</p> <p>Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources</p>	<p>Trip to our local park (to link with seasons); Introduce the children to recycling and how it can take care of our world. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world</p>	<p>Discuss how they got to school and what mode of transport they used. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p>	<p>Use Handa's Surprise to explore a different country. To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Seasides long ago – Magic Grandad</p> <p>Share non-fiction texts</p>
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	<p>classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Long ago – How time has changed. Using cameras.</p>	<p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</p>	<p>to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p>	<p>around us and see how it changes as we enter Summer.</p> <p>Building a 'Bug Hotel'</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Use the BeeBots</p> <p>Life cycle of a Caterpillar – caterpillars in class</p>	<p>Introduce the children to NASA and America.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>Can children differentiate between land and water.</p> <p>Take children to places of worship and places of local importance to the community.</p>	<p>that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>

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EAD						
<b>EAD</b>	<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>					
<b>Creating with Materials</b>  <b>Being Imaginative and Expressive</b>	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Superhero masks.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Castle models</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Rousseau's Tiger / animal prints, Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses.</p> <p>Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts</p> <p>Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p>

## Year: Reception - Curriculum Map 2021-2022

				of props for play which encourage imagination.		
	<b>Music</b>					
<b>Music</b> <b>Charanga</b>	 <p>Taps out simple repeated rhythms.</p> <p>Explores the different sounds of instruments.</p> <p>Begins to build a repertoire of songs and dances</p>	 <p>Taps out simple repeated rhythms.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments</p>	 <p>Explores the different sounds of instruments.</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	 <p>Begins to build a repertoire of songs and dances</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p>	 <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Explores the different sounds of instruments</p>	 <p>Begins to build a repertoire of songs and dances</p> <p>They represent their own ideas, thoughts and feelings through art, music, dance, role play and stories.</p>
<b>WOW/Enrichment</b>	<p>Learn a friendship song – perform to others</p> <p>Make a friendship potion – what is a good friend.</p>	<p>Fairy tale dress up day – in hall, immersive experience.</p> <p>Class breakfast – porridge.</p>	<p>Buddy the dog to visit.</p>	<p>Caterpillars.</p> <p>Bear hunt – local park.</p>	<p>Farm visit</p>	<p>Africa Day – invite parents in to talk about their heritage</p> <p>Learn some African songs.</p>
<b>Core Values</b>	Respect	Perseverance	Compassion	Enthusiasm	Integrity	Recap all five core values.
<b>Parental Involvement</b>		Parents to be involved in traditional tales day.		Visits with pets from home	Picnic, using food that we have grown/made ourselves	Parents to talk about where they are from.