



Medlock Primary school

Reception Curriculum Map 2021/2022

	Autumn 1 Traditional Tales	Autumn 2 Celebrations	Spring 1 Journeys	Spring 2 Dinosaurs	Summer 1 Space	Summer 2 Dragons and Castles
<b>Key texts</b>	<p>We are kind and helpful</p> <p>Little red riding hood</p> <p>Ruby's Worry</p> <p>The three little pigs</p> <p>Goldilocks and the three bears</p> <p>Room on the broom</p> <p><b>Visits/ Experience</b> Autumn walk/ Make pumpkin soup</p>	<p>Pumpkin soup</p> <p>Scarecrows wedding</p> <p>Churches and weddings</p> <p>Kippers wedding</p> <p>The grinch who stole christmas</p> <p><b>Visits/ Experience</b> Church/ Make a birthday cake</p>	<p>Stickman</p> <p>The snail and the whale</p> <p>Where the wild things are</p> <p>People who help us - All over the world</p> <p>The naughty bus</p> <p><b>Visits/ Experience</b> Go on the Reading bus/ Bus driver visit</p>	<p>Captain Flinn and the Pirate Dinosaurs</p> <p>How to grow a dinosaur</p> <p>The dinosaur who lost her voice</p> <p>Dinosaur bones</p> <p>Happy hatch day If I had a dinosaur</p> <p><b>Visits/ Experience</b> Science and dinosaur digital dome/ excavation in forest school area</p>	<p>You can't eat a princess</p> <p>Way back home</p> <p>You choose-Space</p> <p>The marvellous moon map</p> <p>The field trip to the moon</p> <p>Toys in space</p> <p><b>Visits/ Experience</b> Space school workshop/ Making a rocket launch</p>	<p>Jack and the Beanstalk</p> <p>The knight who couldn't fight</p> <p>How to catch a dragon</p> <p>Peep inside the castle</p> <p>Megs castle</p> <p>There was a dragon who swallowed a knight</p> <p><b>Visits/ Experience</b> Make our own castle.</p>
<b>Phonics</b>	<b>Secure phase 1</b>	<b>Phase 2-</b> Set 3,4	<b>Phase 3-</b> weeks	<b>Phase 3 -</b> weeks	<b>Phase 4 -</b> Revise	<b>Phase 4 -</b> Revise

	<p><b>phonics</b></p> <p><b>Phase 2</b> -Set 1 and 2</p>	<p>and 5</p> <p>Blending and segmenting.</p> <p>Read CVC words.</p>	<p>1-6</p> <p>CVC - blending and segmenting.</p> <p>High frequency words.</p> <p>Read captions.</p>	<p>6-12</p> <p>Reading captions and sentences.</p> <p>Reading and spelling two-syllable words</p>	<p>Phase 2 and 3 graphemes.</p> <p>Reading words containing adjacent consonants.</p> <p>Reading sentences.</p>	<p>Phase 2 and 3 graphemes.</p> <p>Reading words containing adjacent consonants.</p> <p>Reading sentences using phase 2,3 and 4 confidently.</p>
<b>Writing</b>	<p>Form letters correctly as introduced in Set 1 phonics.</p> <p>Use these letters to label people and objects, thinking about the initial sounds.</p> <p>Write first names, forming letters correctly</p>	<p>Write CVC words using their phonics knowledge.</p> <p>Write some common exception words.</p>	<p>Write a caption using CVC words and common exception words.</p> <p>Write first and last names, forming letters correctly.</p>	<p>Build up confidence and fluency to write for a purpose.</p> <p>Write a caption and write it using some phase 2 and 3 sounds and common exception words.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write a sentence and write it using phase 2 and 3 sounds, common exception words.</p> <p>Introducing capital letters and full stops.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write short sentences with words with known letter sound correspondences.</p> <p>Using capital letters and full stops.</p> <p>Link sentences to create a short narrative.</p>
<b>Maths</b>	<p>No.s to 10 counting forwards and back Counting with 1:1 Cardinality Subitise to 5</p> <p>Spatial awareness /different viewpoints and lang linked to this.</p>	<p>Show finger numbers up to 10 Recognise numerals 0- 5, then 0-10 Cardinality Language of comparison such as 'more / fewer/ same</p>	<p>Count forwards and backwards to 20 Patterns of counting system Estimation. Compare numbers and quantities Composition of numbers to 5</p>	<p>One more one less between consecutive numbers Composition of numbers 6,7,8, then 9 and 10. Number stories using pictures,</p>	<p>Sharing amounts ( up to 10 ) equally. Odd and even number patterns up to 10 Double facts ( up to 10.) Recall number bonds including subtraction facts (0-5)</p>	<p>Compare quantities up to 10. Recall some number bonds for numbers 0- 10 (including double facts)</p> <p>Begin to explore and work out '+'</p>

	<p>Respond/ use language of position and direction Length and lang of comparison Continue, copy and create an AB pattern</p> <p>Mastering number NCTEM</p>	<p>Shape awareness through construction 2D and 3D. Length and lang of comparison Notice and correct an error in an AB pattern and how to fix it. Identify the unit of repeat in an AB pattern</p> <p>Mastering number NCTEM</p>	<p>Drawing maps to rep spatial awareness. Capacity and lang of comparison Weight and lang of comparison. Pattern (Continue an ABC pattern and a pattern which ends mid-unit Create an ABB, ABBC pattern. Spot errors Mastering number NCTEM</p>	<p>numbers/ symbols</p> <p>Similarities between shapes Show an awareness of comparison /estimating/ predicting Record a pattern and explain the sequence Mastering number NCTEM</p>	<p>Shape properties Compose and decompose shapes Recognise the relationship between the size and number of units Begin to use units to compare things Circular patterns Make a pattern around a border</p> <p>Mastering number NCTEM</p>	<p>or '-' no. problems.</p> <p>Visualise and make own models, solve problems Time Identify patterns around us.</p> <p>Mastering number NCTEM</p>
<b>UTW</b>	<p>Name and describe people who are familiar to them</p> <p>Explore the natural world around them</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Describe what they see</p>	<p>Talk about members of their immediate family and community</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times</p> <p>Draw information from a simple map</p>	<p>Recognise some similarities and differences between life in this country and what it is like in other countries</p> <p>Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past</p>	<p>Explore the natural world around them and describe what they see and hear.</p> <p>Begin to understand some important processes and changes in the natural world around them.</p>	<p>Make observations and drawings of animals and plants</p> <p>Sequence life cycles of plants and animals</p>	<p>Recognise some environments that are different to the one in which they live</p>

<p><b>EAD</b></p>	<p>Sing in a group or on their own</p> <p>Develop storylines in their pretend play.</p> <p>Explore a variety of tools and materials in junk modelling.</p> <p>Sing a range of well known nursery rhymes.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making.</p> <p>Experiment with colour, design and texture. (Rainbow challenge)</p>	<p>Explore and engage in music making and dance.</p> <p>Return to and build on their previous learning, refining ideas.</p> <p>Sing a range of well known nursery rhymes and poems.</p>	<p>Watch and talk about dance and performing art, expressing feelings and responses.</p> <p>Explore and engage in music making and dance - performing own routines.</p>	<p>Create collaboratively sharing ideas, resources and skills.</p> <p>Explore and engage in music making and dance.</p> <p>Invent narratives and stories with peers.</p>	<p>Invent, adapt and recount narratives and stories with peers and teachers.</p> <p>Perform songs, rhymes, poems and stories with others.</p>
<p><b>Vocabulary</b></p>	<p>Author Illustrator Character Who What Where When Pigs Wolf Blow Hero Story Villain Spell Dragon Magic Witch once upon a time happily ever after</p>	<p>Now Before After Then Finally because Autumn Seasons Changes Celebrations Weddings Gatherings gifts Recipe Lists Invitations Special blurb</p>	<p>Journeys Adventures Exciting Winter New year Settings Places Family Beware Naughty Country Places Explore Trip Quest</p>	<p>Dinosaurs Hatch Skeleton Fossil Bones Extinct Gigantic Ferocious Excavation Long ago Past History</p>	<p>Space Moon Earth Sun Astronaut Planet Rocket Earth Galaxy Universe</p>	<p>Dragons Knights Princess Prince Fight Castles History Turret Dungeon Armour Past draw bridge Moat battle</p>

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### Prime areas.

The prime areas of learning will be embedded throughout the year and will be linked to the developmental milestones of each individual child. These will be enhanced by carefully chosen texts and topics but will be best established through our enabling environment, adult-child interactions and parent partnership.

PSE	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.
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<p>CL</p>	<p>Understand how to listen carefully and why listening is important.          Learn new vocabulary Use new vocabulary through the day.          Ask questions to find out more and to check they understand what has been said to them.          Articulate their ideas and thoughts in well formed sentences.          Connect one idea or action to another using a range of connectives.          Describe events in some detail.          Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.          Develop social phrases. E          Engage in story times.          Listen to and talk about stories to build familiarity and understanding.          Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.          Use new vocabulary in different contexts Listen carefully to rhymes and songs, paying attention to how they sound.          Learn rhymes, poems and songs.          Engage in non-fiction books.          Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
<p>PD</p>	<p>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 the overall body strength, coordination, balance and agility needed to engage successfully in physical education sessions and other physical disciplines including dance, gymnastics and sport.          Develop their small motor skills so that they can use a range of tools competently.          Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.          Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.          Combine different movements with ease and fluency.          Confidently and safely use a range of large and small apparatus indoors and outside, alone or in a group.          Develop overall body strength, balance, coordination and agility.          Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.          Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.          Develop the foundations of a handwriting style which is fast, accurate and efficient.          Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.          Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>