



**Reception Curriculum Map Autumn Term 2021**  
**Oaks Class**

This is an overview of some of the aspects of learning the children will be covering during their first term. Other topics and foci will be influenced by their own contributions, thoughts and opinions. These topics will be taught in a cross-curricular way, incorporating the seven different Areas of Learning in the Early Years Foundation Stage Curriculum.

<b><u>Focus topics</u></b>	<b><u>Mathematics</u></b>	<b><u>Communication and Language and Literacy</u></b>	<b><u>RE</u></b>
<p><b><u>Autumn 1</u></b> Only one you (Harvest: 3<sup>rd</sup> Oct)</p> <p><b><u>Autumn 2</u></b> Let's celebrate! (Birthdays, Diwali (4<sup>th</sup> Nov), Bonfire night, (5<sup>th</sup> Nov) Advent &amp; Christmas)</p>	<p><b><u>Autumn 1 (Sept/Oct):</u></b> Number recognition, comparing, composition and formation (1,2,3). Matching &amp; sorting Comparing amounts. 1:1 correspondence Exploring patterns. Comparing size, mass &amp; capacity. 2D shapes. Positional language. Mathematical vocabulary.</p>	<p><b><u>Autumn 1 (Sept/Oct):</u></b> Developing listening skills. Asking questions &amp; developing new vocabulary. Emergent writing Sequencing familiar stories Phonics (Phase 1) Rhymes, poems, songs. Sharing a range of books &amp; building familiarity and understanding. Retelling stories. Non-fiction books Recognising print has meaning Developing phonological awareness.</p>	<p><b><u>Autumn 1:</u></b> Who made this wonderful world? Prayers Harvest (3<sup>rd</sup> Oct)</p> <p><b><u>Autumn 2:</u></b> Diwali (4<sup>th</sup> Nov) Birthdays and Celebrations Advent Christmas</p>

**Reception Medium Term Map Autumn Term 2021**  
**Oaks Class**

**Key Skills/Focus Skills:**

Settling in  
Understanding of School expectations  
Creating a shared understanding of class expectations (golden rules)  
Social skills  
Confidence and building relationships with new adults and peers  
Friendship and what makes a good friend  
Pencil grip and control  
Name writing

**Baseline assessment**



**Communication and Language:**

To begin exploring and recognising environmental sounds and differentiating between them (phase 1 Phonics) To understand how to listen carefully and why listening is important. To start to develop their focus for increased periods of time. To use new vocabulary and ask questions to find out more information. To begin to connect one idea or action to another using a range of connectives.

**ELG:** To be able to listen attentively and respond to what they hear with relevant questions, comments and actions. To make comments about what they have heard and ask questions to clarify their understanding. To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

**Physical:**

**FMS:** To be able to develop their small motor skills so that they can use a range of tools competently, safely and confidently. (Funky fingers station, dough disco sessions, moulding & shaping different materials)

**GMS:** To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (Exploring space & developing an understanding of rules during PE & introducing the physical opportunities in the EYFS outdoor area.)

**ELG:** To negotiate space and obstacles safely, with consideration for themselves and others. To demonstrate strength, balance and coordination when playing. To hold a pencil correctly in preparation for fluent writing (tripod grip).

**Personal, social and emotional:**

(Link to CL) To begin to identify and moderate their own feelings socially and emotionally. To be able to manage their own needs. To build constructive and respectful relationships. To express their feelings and consider the feelings of others.

**ELG:** To be able to show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. To form positive attachments to adults and friendships with peers. To show sensitivity to their own and to others' needs.

**Understanding the World:**

To talk about members of their immediate family and community. To name and describe people who are familiar to them. To explore the natural world around them. To compare and contrast characters from stories.

**ELG:** To be able to understand the past through settings, characters and events encountered in books. To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

**Topic:**  
**Only one you**

**Date:**  
**6th September 2021**

**RE/Worship:** To begin exploring the question 'Who made this wonderful world? To start to learn the class end of day prayer. To begin to learn the school prayer. To start to recognise the importance of Harvest for Christians.

**ELG:** To be able to recognise the importance of prayer. (AT1 and AT2). To be able to recognise that we should all be thankful for what we have. To be able to consider how we can share the gifts of creation with others. (AT2)

**Mathematics:**

To start to recognise different numbers when shown. To begin using 1:1 correspondence and say one number name for each object when counting. To start to recognise a small number of objects without counting them (Subitising). To begin recognising 2D shapes when shown. To start to talk about and identify patterns around them. To begin creating repeated patterns using objects, shapes and colours. To be able to understand positional language.

**ELG:** To be able to subitise (recognise quantities without counting) up to 5. To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same. To be able to explore and represent patterns within numbers up to 10.

**Literacy:**

To begin exploring an increasing range of different books (reading corner). To start showing interest in illustrations and print in books and the environment. To begin giving more meaning to the marks they make when drawing, writing and painting. To start writing letters in their name using recognisable/correct formation. To begin developing phonological awareness to recognise rhymes, syllables in a word and recognise words with the same initial sound.

**Focus books:**

**Only one you**  
**You choose**

**What a wonderful world**

**ELG:** To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. To be able to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.

**Expressive Arts and Design:**

(Link to C&L and PD) To begin to develop storylines in their pretend play (small world, role play area). To explore, use and refine a variety of artistic effects to express their ideas and feelings. To sing in a group or on their own, increasingly matching the pitch and following the melody.

**Role play area:** Home corner.

**ELG:** To be able to make use of props and materials when role playing characters in narratives and stories. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To sing a range of well-known nursery rhymes and songs. To perform songs, rhymes, poems and stories with others.