



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.

<u>Focus topics</u>	<u>Mathematics</u>	<u>Communication and Language and Literacy</u>	<u>RE</u>
<p><u>Autumn 1</u> Only one you!</p> <p><u>Autumn 2</u> Run, run as fast as you can!</p> <p>(Let's celebrate! Diwali (4th Nov), Bonfire night (5th Nov), Birthdays, Advent & Christmas)</p> <p>*Road safety week & World Nursery Rhyme Week: 15th Nov (Week 3)*</p>	<p>Represent, compare & composition of 1, 2 & 3 (Nov) Circles: as part of 1 (Nov) Triangles: as part of 3 (Nov) Positional language (Nov) Representing 4 & 5 (Dec) 1 more and 1 less (Nov & Dec) Shapes with 4 sides: as part of 4 (Dec) Measuring time using language in simple ways (Dec)</p>	<p>Sequencing familiar stories (Nov) Retelling familiar stories (Nov) Phonics (Phase 2) (Nov & Dec) Initial sounds (Nov & Dec) Speaking and Listening (Nov & Dec) Emergent writing (Nov & Dec) Writing own versions of stories (Dec) CVC (simple words) (Dec) Recipe writing with initial sounds/CVC words (Dec)</p>	<p><u>Autumn 1</u> Who made this wonderful world? (Sept & Oct) Prayers (Oct) Harvest (Oct)</p> <p><u>Autumn 2</u> Birthdays (Nov) Why is Christmas special to Christians? (Nov & Dec) Advent (Dec) Christmas (Dec)</p>

Reception Medium Term Map Autumn Term 2 2021

Oaks Class

Key Skills/Focus Skills:

Settling in after the break
 Understanding of School expectations
 Friendship and what makes a good friend
 Pencil grip and control
 Working towards targets from parents evening
 Letter formation: Link to name writing
 Linking letters to sounds to write words (phase 2 phonics)



Mathematics:

To compare numbers up to 5. To understand the 'one more than/one less than' relationship between consecutive numbers to 5. To be able to subitise up to 5. To explore the composition of numbers to 5. To be able to measure time in simple ways using mathematical language. To begin exploring making numbers in different ways (Link to number bonds). To begin combining two groups to make a total. To develop number formation from 0 to 5.

ELG: To be able to have a deep understanding of number to 10, including the composition of each number. 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 as the other quantity.

Communication and Language:

To understand how to listen carefully and why listening is important. To begin to ask questions to find out more and to check they understand what is being said to them. To begin describing events in detail (using spoken language). To begin to articulate their ideas and thoughts in well-formed sentences. To listen to and talk about stories to build familiarity and understanding *Link to Gingerbread man retelling*

ELG: To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.

Understanding the World:

To recognise that people have different beliefs and celebrate special times in different ways. *Link to Diwali and Christmas* To recognise some environments that are different to the one in which they live. To recognise some similarities and differences between life in this country and life in other countries. *Link to Diwali & Christmas around the world*

ELG: To know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class. To explain some similarities and differences between life in this country and life in other countries.

Literacy:

To form lower case and capital letters correctly. To spell words by identifying the sounds and then writing the sound with letter/s. To begin to write simple CVC words using their sounds. To continue giving more meaning to the marks they make when drawing, writing and painting. To continue writing letters in their name using recognisable/correct formation. To begin to write instructions (Gingerbread man cooking). To begin to retell a familiar story. To begin to change a story and write a new version (story maps & final draft).

Focus books:

The gingerbread man
 Sparks in the sky!
 The Christmas Story

ELG: To write recognisable letters, most of which are correctly formed. To spell words by identifying sounds in them and representing the sounds with a letter or letters. To write simple phrases and sentences that can be read by others. To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (tricky words)

Physical Development:

FMS: To develop their small motor skills so that they can use a range of tools competently, safely and confidently. To begin to develop the foundations of a handwriting style that is fast, accurate and efficient.

GMS: To revise and refine the fundamental movement skills that they have already acquired. To begin to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.

ELG: To be able to negotiate space and obstacles safely, with consideration for themselves and others. To hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases. To begin to show accuracy and care when drawing.

Topic:

Run, run as fast as you can!

Date:

1st November 2021

PSED:

(Link to Jigsaw Scheme of learning) To start to see themselves as a valuable individual. To begin to identify and moderate their own feelings socially and emotionally. To manage their own needs. To express their feelings and consider the feelings of others.

ELG: To show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. To 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. To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. To show sensitivity to their own and others' needs.

RE/Worship: To begin exploring the question 'Why is Christmas Special to Christians? To learn the school prayer.

To be able to talk about religious symbols (peace) and words (joy, good news) and significant people (AT1) To be able to talk about why these words, symbols and people are important (AT2)

Expressive Arts and Design:

(Link to C&L and PD) To explore, use and refine a variety of artistic effects to express their ideas and feelings. To begin to create collaboratively sharing ideas, resources and skills. To develop storylines in their pretend play.

Music: To listen attentively, move to and talk about music, expressing their feelings and responses.

Role play area: Continue with hairdressers (children's choice) Then 'Post office' nearer Christmas.

ELG: To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To perform songs, rhymes, poems and stories with others, and (where appropriate) try to move in time with music.