

# Reception Curriculum Map 2022-23

|             | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer  | Summer 2  |
|-------------|--|--|---|---|---|---|
| Topic       | I am unique  | We're going on a Journey   | Street Detectives   | Fairy tales   | New Life  | Magnificent Mini-beasts   |
| Focus texts |  <p>The great big book of families</p> |  |  <p>Non-fiction books from Hounslow library</p> |  |  |  |
| Enrichment  |  | <p>Walk to the library</p> <p>Black History - African Drummer</p>                  | <p>Architect visit</p> <p>Caretaker visit</p> <p>Play and stay</p>  | <p>World Book Day</p> <p>Bekonscot Model Village</p> <p>Play and stay</p>           | <p>Eggs</p> <p>Play and stay</p>  | <p>Caterpillars</p> <p>Zoolab</p> <p>Play and stay</p>                              |

|             | <b><u>Being me in My World</u></b>   | <b><u>Celebrating Difference</u></b>   | <b><u>Dreams and goals</u></b>  | <b><u>Healthy Me</u></b>  | <b><u>Relationships</u></b>   | <b><u>Changing Me</u></b>   |
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| <b>PSED</b> | Belonging<br>Recognising and managing feelings<br>Feelers of others<br>Kind and gentle hands<br>Children's rights<br>Being responsible   | What I am good at<br>I'm special I'm me<br>Different but the same<br>Houses and homes<br>Being a kind friend<br>Standing up for yourself   | Challenge<br>Never giving up<br>Setting a goal<br>Obstacles and support<br>Flight to the future<br>Achieving goals – feeling proud  | Everybody's body<br>We like to move it, move it!<br>Food Glorious food<br>Sweet dreams<br>Keeping clean<br>Stranger Danger  | Me and my family<br>Making friends (1)<br>Making friends (2)<br>Falling out and bullying (1)<br>Falling out and bullying (2)<br>Being the best friend we can be   | My Body<br>Respecting my body<br>Growing up<br>Fun and fears (transition 1)<br>Fun and fears (Transition 2)<br>Celebration – memories of the year   |
| <b>CL</b>   | Follow simple instructions<br>Listening skills<br>Rhyme  | Show understanding of prepositions by carrying out an action.  | Able to follow a story without pictures or props.<br>Anticipates key events   | Show awareness of listeners needs   | Answer how and why questions<br>To use past, present, future forms  | Connects ideas  |
| <b>PD</b>   | PE: movement and space<br>Mark making, writing phase 2 graphemes<br>Writing name   | PE: gymnastics<br>Writing phase 2 graphemes  | PE: Ball skills<br>Writing phase 3 graphemes  | PE: Games<br>Writing phase 3 graphemes forming letters correctly  | PE: athletics<br>Forming letters correctly  | PE: Athletics<br>Forming letters correctly – clear ascenders and descenders   |
| <b>L</b>    | Link sounds to letters:<br>Phase 2 phonics<br>Phase 2 common exception words<br>Reading phase 2 books (home/school reading)<br>Blending/segmenting sounds<br>Writing words and captions using known phonemes | Link sounds to letters:<br>Phase 2 phonics<br>Phase 2 common exception words<br>Reading phase 2 books (home/school reading)<br>Blending/segmenting sounds<br>Writing words and captions using known phonemes | Link sounds to letters:<br>Phase 3 phonics<br>Phase 3 common exception words<br>Reading phase 3 books (home/school reading)<br>Blending/segmenting sounds<br>Writing words, captions and sentences using known phonemes | Link sounds to letters:<br>Phase 3 phonics<br>Phase 3 common exception words<br>Reading phase 3 books (home/school reading)<br>Blending/segmenting sounds<br>Writing words, captions and sentences using known phonemes | Link sounds to letters:<br>Phase 4 phonics<br>Phase 4 common exception words<br>Reading phase 4 books (home/school reading)<br>Blending/segmenting sounds<br>Writing words, captions and sentences using known phonemes | Link sounds to letters:<br>Phase 4 phonics<br>Phase 4 common exception words<br>Reading phase 4 books (home/school reading)<br>Blending/segmenting sounds<br>Writing words, captions and sentences using known phonemes |

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| M  | <p>Match and sort<br/>Compare amounts<br/>Compare size, mass and capacity<br/>Exploring pattern</p>   | <p>Representing 1,2,3<br/>Comparing 1,2,3<br/>Composition of 1,2,3<br/>Circles and triangles<br/>Positional Language<br/>Representing numbers to 5<br/>One more and less<br/>Shapes with 4 sides<br/>Time</p>   | <p>Introducing 0<br/>Comparing numbers to 5<br/>Composition of 4 and 5<br/>Compare mass and compare capacity<br/>6, 7 and 8<br/>Comparing pairs<br/>Combining 2 groups</p> | <p>Numbers 9 and 10<br/>Comparing numbers to 10<br/>Bonds to 10<br/>3D shape<br/>Pattern<br/>consolidation</p>   | <p>Building numbers beyond 10<br/>Counting patterns beyond 10<br/>Adding more<br/>Taking away<br/>Compose and decompose<br/>Even and odd<br/>Doubling</p>                   | <p>Sharing and grouping<br/>Spatial reasoning<br/>Visualise and build<br/>Matching, rotating, manipulating shapes<br/>Deeping understanding patterns and relationships<br/>Spatial reasoning<br/>Mapping</p> |
| UW | <p>History: All about me –own time line - me now, how I have changed, changes within living memory, family history<br/><br/>Families<br/><br/>Science: Senses – see, hear, touch, taste, smell<br/><br/>Similarities and differences in relation to materials<br/><br/>oral hygiene<br/><br/>Diwali</p> | <p>Geography: Seasons – Autumn and the associated weather<br/><br/>Varying environments, to include: India, Africa, Australia, jungle,<br/><br/>Similarities and differences between places including towns and countryside<br/><br/>Christmas<br/><br/>Science: Floating and sinking (link to boats)<br/><br/>Technology: Remote cars<br/><br/>History: Similarities and differences between now and the past – transport<br/><br/>Events beyond living memory – Neil Armstrong (US astronaut)/space travel<br/>Tim Peake (UK astronaut)</p> | <p>Geography: Seasons – winter and the associated weather<br/><br/>The name of the place where my home and school is<br/><br/>Science: Ice – changing matter</p>           | <p>Seasons - Spring and the associated weather<br/><br/>Easter<br/><br/>Plants and growing – how to care for plants, lifecycle, growth and decay over time, similarities and differences</p> | <p>Road safety<br/><br/>Maps/ aerial views/symbols to ID places/commenting on features (or this skill may be taught in Aut 1 when learning about Hounslow)<br/><br/>EID</p> | <p>Seasons -Summer and the associated weather<br/><br/>Minibeasts<br/><br/>Care and respect of the living world<br/><br/>Naming body parts (PSHE)</p>  |

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| Computing |   |  | <p><b>Exploring hardware (Kapow)</b></p> <p>Explore and tinker with a range of hardware – introduce vocabulary</p> <p>Identify where technology is used in places that are familiar to them such as homes and school.</p>  | <p><b>Programming Beebots (Kapow)</b></p> <p>Experimenting with Beebots and how to give simple commands</p> <p>Following algorithm and debug when things go wrong</p> <p>Experimenting with programing a Beebot, giving simple commands, debug with help from an adult when things go wrong.</p> | <p><b>Networks and systems: (Kapow)</b></p> <p>Key boards locating keys</p> <p>Login – including online safety what to do if you see something you do not like, not sharing passwords</p> <p>Mouse control</p> <p>Mouse control – paint programme</p> <p>Mouse control clicking and dragging</p> | <p>Consolidate using mouse control</p> <p><b>Exploring Hardware (Kapow)</b></p> <p>Children take pictures using an iPad – independent play</p> <p>Children take pictures for transition into year 1</p>   |
| EAD       | <p>Simple representations</p> <p>M&amp;D: Songs</p>                                 | <p>M&amp;D: <b><u>Celebration music</u></b></p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas</p> <p>Kandinsky</p> | <p>(DT structures) Model Village - materials uses/purposes, joining materials i.e. glue/tape, construct using own ideas</p> <p>M&amp;D: <b><u>Exploring Sound.</u></b></p> <p>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p> | <p>M&amp;D: <b><u>Musical Stories</u></b></p> <p>A unit based on traditional children’s’ tales and songs, learning that music and instruments can be used to convey moods or represent characters.</p>   | <p>Making brooders</p> <p>M&amp;D: <b><u>Music and Movement</u></b> Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p>  | <p>3D Minibeasts models (DT Structure)</p> <p>M&amp;D: <b><u>Big Bands</u></b> Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p> |
| Cooking   | <p>Sandwiches: working safely and hygienically, techniques – spread, cut, slice</p> | <p>Apple crumble - working safely and hygienically, techniques - mix, rub, measure, cook, oven, hot, recipe</p>  | <p>Pancakes- working safely and hygienically, mix, measure, crack, change (ie liquid to solid), recipe</p>   | <p>Fairy cakes - working safely and hygienically, mix, fold, measure, change, recipe</p>   | <p>(DT Food) Fruit Kebabs- working safely and hygienically, healthy choices in relation to eating, importance of healthy diet, cut, thread, peel, skin, core,</p>  | <p>Fruit smoothie- working safely and hygienically, healthy choices in relation to eating, importance of healthy diet, mix, cut</p>   |

