



Reception Curriculum Planning Overview 2021 - 22

Highlighted yellow- T4W focus texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The below outlines are ideas/starting points. However, in line with our Early Years Ethos we follow the children's ideas and interests so our LTP could be adapted accordingly throughout the year.					
Topic	All about me People who help us	Festivals, celebrations, and me	All around me	Dinosaurs and me	Animals and me	How we grow
Experiences	Police/fire talk	Diwali Workshop	Walk around school and local environment	Dinosaur invasion Dinosaur visitors	Visit to the farm	Visit to Sutton Park
Texts	<ul style="list-style-type: none"> Super duper you Room on the broom 	<ul style="list-style-type: none"> Rama and Sita- The story of Diwali Guy Fawkes for kids: The gunpowder plot of 1605 Red rocket and rainbow jelly Kippers Christmas Eve The Snowman 	<ul style="list-style-type: none"> Gingerbread Man Maps of school environment Non-Fiction environment Chinese New Year Story 	<ul style="list-style-type: none"> Harry and the bucketful of dinosaurs Dinosaur department store The girl and the dinosaur Tyrannosaurus Drip The Easter Story The very hungry caterpillar 	<ul style="list-style-type: none"> Owl Babies Dear Zoo Farmer Duck Monkey Puzzle The Lion King 	<ul style="list-style-type: none"> Handa's Surprise The tiny seed Supertato From seed to sunflower
Poetry/Rhyme/Songs	<ul style="list-style-type: none"> Nursery rhymes/songs Head's Shoulders Knees and Toes If you're happy and you know it. 	<ul style="list-style-type: none"> Jingle bells Twinkle Twinkle 	<ul style="list-style-type: none"> Brush your teeth please (poem) Getting around (poem on transport) 	<ul style="list-style-type: none"> 10 Little Dinosaurs Dinosaur poem 	<ul style="list-style-type: none"> Old MacDonald I went to visit the farm one day Down in the jungle 	<ul style="list-style-type: none"> Cauliflowers fluffy Mary Mary quite contrary Little seed
Maths	<p style="text-align: center;">NCETM Mastering Number Programme</p> <p>We are taking part in the NCETM Mastering Number programme in line with our Maths curriculum. Alongside the NCETM Mastering Number sequence, we include Shape, Space and Measure into our curriculum.</p>					
Communication & Language	<p>Communication and language is developed and supported through high quality, skilful interactions between adults and children, through the language rich learning environment, through the frequent stories and books that children hear and enjoy and through engaging experiences and investigations which promote the acquisition and understanding of a rich range of vocabulary and language structures.</p>					



Physical Development	<p>There are opportunities for physical development throughout the whole of the provision and across all areas of learning through creative, literacy, numeracy, understanding the world.</p> <ul style="list-style-type: none"> • Fine motor: Handwriting sessions every day. • Gross motor: P.E. sessions taught twice weekly. 					
PSED	<p>Children to have opportunities throughout the provision to have all areas of PSED modelled and discussed through circle times and in the general day to day provision.</p> <ul style="list-style-type: none"> • Class rules and expectations. • Building relationships with peers and adults 					
P.S.H.E. (Jigsaw)	Being in my world	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
British Values	Rule of Law	Tolerance	Democracy	Individual Liberty	Mutual Respect	
Phonics	<p>We are following the 'Little Wandle' letters and sounds revised' scheme which is taught from week 3 of children starting in Reception.</p>					
Literacy	<ul style="list-style-type: none"> • Writing initial sound for Phase 2 GPCs. • Write CVC words to match pictures using their phonics knowledge. 	<ul style="list-style-type: none"> • Write phase 2 CVC words and begin to write simple sentences. 	<ul style="list-style-type: none"> • Write phase 3 words and understand the structure and punctuation of simple sentences. • To write a speech bubble from 'The Gingerbread Man' story • To write labels for the characters from 'The Gingerbread Man' story. 	<ul style="list-style-type: none"> • Write phase 3 sentences. • To write a letter to a palaeontologist. • To write a simple recount of Harry and the bucketful of dinosaurs. • To write a recount of our dinosaur invasion. • Innovate stories through Talk for writing 	<ul style="list-style-type: none"> • Write phase 4 sentences. • To write a recount of 'The Lion King' • To re write a letter to the zoo (Dear Zoo). 	<ul style="list-style-type: none"> • Write phase 4 sentences using the correct punctuation. • Write instructions for making food • Write instructions on how to plant a seed. • Innovate the story of 'Handa's surprise'



<p>Understanding the world</p>	<p>Prompts :</p> <ul style="list-style-type: none"> • Significant events in my life. • My own special times (ongoing) • Important people around us and what they do for us. • What are seasons and what changes do they bring? • What new vocabulary do I understand and use? 	<p>Prompts :</p> <ul style="list-style-type: none"> • What are seasons and what changes do they bring? • Why do we have ice/snow in winter? • What is all around me? • How and why do we celebrate Diwali, Bonfire night and Christmas? • What new vocabulary do I understand and use? • 	<p>Prompts :</p> <ul style="list-style-type: none"> • What are seasons and what changes do they bring? • Where do I live and what is all around me? • Why are these things important to me? • Who is all around me? • Describe their own immediate environment using discussion, text, maps. • How is my environment different to people living in other parts of the city/World? • Can I find where I live on a map? • Can I find where my relatives live on a map? • What new vocabulary do I understand and use? 	<p>Prompts :</p> <ul style="list-style-type: none"> • What are seasons and what changes do they bring? • Exploring, name and classify material to create models, dens and homes. • What don't we have ice/snow in Summer? • How do they make chocolate into egg shapes (melting) • Why do Christians celebrate Easter? How does this compare to things that my family and I celebrate? • What new vocabulary do I understand and use? 	<p>Prompts :</p> <ul style="list-style-type: none"> • What are seasons and what changes do they bring? • How are animals/creatures like me? • How are animals/creatures different from me? • How are animals and creatures different from each other? 	<p>Prompts :</p> <ul style="list-style-type: none"> • What are seasons and what changes do they bring? • What do plants need to grow? • What plants can I eat? • How do I care for plants? • What is different and the same about plants and me? • What plants grow in other countries? • Why don't certain plants grow in Birmingham?
<p>Expressive Arts and design</p>	<ul style="list-style-type: none"> • Create family and self-portraits. • Use natural materials to create a self-portraits. • Use different materials to create a family portrait. • Perform nursery rhymes and music on the stage. • Recount/perform narratives • Explore movement and dance. 	<ul style="list-style-type: none"> • Create Bonfire night pictures • Create Christmas cards • Create Diwali crafts • Experiments with colour and materials • Explore and experiment with instruments to accompany songs. • Recount/perform narratives • Explore movement and dance. 	<ul style="list-style-type: none"> • Create story/real life maps selecting own materials. • Model/build from their environment (Houses/Buildings) • Use tools safely and effectively • Share and celebrate creations • Recount/perform narratives • Create dances to music. • Draw pictures and paintings of buildings around me. 	<ul style="list-style-type: none"> • Make props to support story telling • Recount/perform narratives • Sculpt/model dinosaurs • Explore texture and form to create dinosaur pictures. • Create edible Easter nests • Act out the Easter Story • Create dances to music. • Notice patterns and shapes during observational drawings of dinosaurs. 	<ul style="list-style-type: none"> • Model animal habitats using reclaimed materials. • Create animal masks • Recount/ perform narratives • Perform dances • Create songs based on familiar songs and rhymes. • Evaluate and improve observational drawings. 	<ul style="list-style-type: none"> • Make props to support story telling • Explore new fruits. • Create a fruit salad • Create detailed, realistic observational drawings of fruit and vegetables. • Perform dances • Perform songs that I have created.