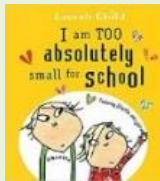


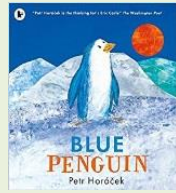
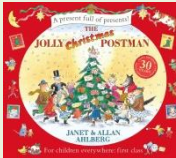
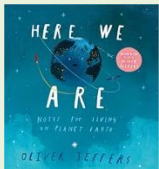
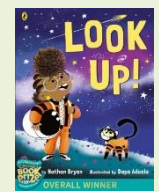
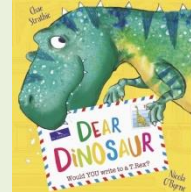
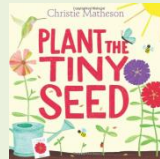







### Reception Curriculum Map 2021-22

	Autumn 1 01.09.21 – 18.10.21 (7 weeks)	Autumn 2 01.11.21 – 17.12.21 (7 weeks)	Spring 1 04.01.22 – 07.02.22 (6 weeks)	Spring 2 21.02.22 – 28.04.22 (6 weeks)	Summer 1 18.04.21 – 23.05.22 (6 weeks)	Summer 2 06.06.21 – 22.07.22 (7 weeks)						
<b>INSET DAYS/ BANK HOLS</b>	01.09.21	27.12.21 28.12.21	03.01.22 04.01.22	15.04.22 18.04.22	02.05.22 02.06.22 03.06.22	19.04.22 29.08.22 21.07.22 22.07.22						
<b>Core text(s)</b>	<b>Settling In/ Transition:</b>   <b>It was a Cold Dark Night (from 20/09)</b> 	<b>Blue Penguin</b>   <b>Christmas</b> 	<b>Here We Are: Notes for Living on Planet Earth</b>   <b>Space and Planet Earth</b> 	<b>Dear Dinosaur</b> 	<b>Plant the Tiny Seed</b>   <b>Mad About Minibeasts</b> 	<b>On Sudden Hill</b>   <b>Stanley's Stick</b> 						
<b>Areas of Learning</b>	<p style="text-align: center;">In the Early Years, we focus on and teach knowledge and skills in a cross curricular way. This means that each week we provide our children activities to meet their individual needs and do this through our core text. Some texts lend themselves to an area of learning more and we've highlighted these below.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%; text-align: center;"> <b>The Natural World (Science)</b>  <b>Expressive Arts &amp; Design (Art)</b> </td> <td style="width: 16.6%; text-align: center;"> <b>The Natural World (Science &amp; Geography)</b>  <b>People, Culture and Communities (Religion &amp; Celebrations)</b>  <b>Past and Present (History)</b> </td> <td style="width: 16.6%; text-align: center;"> <b>People, cultures and communities (Geography)</b>  <b>The Natural World (Geography &amp; Science)</b>  <b>Past and Present (History - Space)</b> </td> <td style="width: 16.6%; text-align: center;"> <b>Past and Present (History)</b>  <b>The Natural World (Geography &amp; Science)</b>  <b>Expressive Arts &amp; Design (Art and DT)</b> </td> <td style="width: 16.6%; text-align: center;"> <b>The Natural World (Geography &amp; Science)</b>  <b>Expressive Arts &amp; Design (Art)</b> </td> <td style="width: 16.6%; text-align: center;"> <b>Creating with Materials (DT)</b>  <b>Being imaginative and expressive (Role Play/ Imagination - Drama)</b> </td> </tr> </table> <p style="text-align: center;"> <span style="font-size: 2em;">←</span> <b>Prime Areas</b> – Communication and Language, Personal, Social, Emotional Development, Physical Development         <span style="font-size: 2em;">→</span> </p> <p style="text-align: center;"> <b>Specific Areas</b> – Literacy, Mathematics         </p>						<b>The Natural World (Science)</b> <b>Expressive Arts &amp; Design (Art)</b>	<b>The Natural World (Science &amp; Geography)</b> <b>People, Culture and Communities (Religion &amp; Celebrations)</b> <b>Past and Present (History)</b>	<b>People, cultures and communities (Geography)</b> <b>The Natural World (Geography &amp; Science)</b> <b>Past and Present (History - Space)</b>	<b>Past and Present (History)</b> <b>The Natural World (Geography &amp; Science)</b> <b>Expressive Arts &amp; Design (Art and DT)</b>	<b>The Natural World (Geography &amp; Science)</b> <b>Expressive Arts &amp; Design (Art)</b>	<b>Creating with Materials (DT)</b> <b>Being imaginative and expressive (Role Play/ Imagination - Drama)</b>
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<b>Reading</b>	Individual 1:1 Reading	Group Reading	Group Reading	Group Reading	Group Reading	Group Reading						
<b>School Values</b>	Golden Rules	Connie Confidence	Pete Persistence	Oscar Organisation	Gabby Get Along	Ricky Resilience						
<b>Phonics</b>	<b>Phase 2</b> <b>Week 1</b> s a t p <b>Week 2</b> i n m d <b>Week 3</b> g o c k <b>Week 4</b> c k e u r <b>Week 5</b> h b f l	<b>Phase 2</b> <b>Week 1</b> ff ll ss j <b>Week 2</b> v w x y <b>Week 3</b> z zz qu words with s /s/ added at the end (hats sits) ch <b>Week 4</b> sh th ng nk <b>Week 5</b> words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags)	<b>Phase 3</b> <b>Week 1</b> ai ee igh oa <b>Week 2</b> oo oo ar or <b>Week 3</b> ur ow oi ear <b>Week 4</b> air er words with double letters: dd mm tt bb rr gg pp ff <b>Week 5</b> longer words	<b>Phase 3</b> <b>Week 1</b> review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear <b>Week 2</b> review Phase 3: er air words with double letters longer words <b>Week 3</b> words with two or more digraphs <b>Week 4</b> longer words words ending in -ing compound words <b>Week 5</b> longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	<b>Phase 4</b> <b>Week 1</b> short vowels CVCC <b>Week 2</b> short vowels CVCC CCVC <b>Week 3</b> short vowels CCVCC CCCVC CCCVCC longer words <b>Week 4</b> longer words compound words <b>Week 5</b> root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	<b>Phase 4</b> <b>Week 1</b> long vowel sounds CVCC CCVC <b>Week 2</b> long vowel sounds CCVC CCCVC CCV CCVCC <b>Week 3</b> Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words <b>Week 4</b> root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ <b>Week 5</b> Phase 4 words ending in: -s /s/, -s /z/, -es longer words						
<b>Curriculum experience - Hook/ Trips/ Visitors</b>	Autumn Walk	Police Visit Father Christmas letters – walk to post box	Palmers Green Library	Dinosaur Workshop Living eggs	Broomfield Park Butterflies – Insect Lore	Fire brigade visit Zoo Lab						
<b>Stay and Play (parents)</b>	Transition	Christmas Decorations	Fine motor skills/ Writing	Reading – make a book	Gardening/ Planting	Creating with Materials – Make your own 'stick'						
<b>Assemblies/ Shows</b>		Christmas Carols		Assemblies		End of year tea party						

\*NB This plan is subject to changes in-line with children's interests

\*Stay and Play's & Trips TBC – Covid permitting