

Reception Curriculum 2022/23

Spring 2: Amazing Animals

Reading/Phonics			Writing
	Phase 3 graphemes	No new tricky words	<u>Texts: The Ugly Five and other stories</u> Use adjectives to describe African animals Plan and write sections of class safari book Puppet-theatre retelling; explaining choice of favourite animal
Week 1	ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling	<u>Text: Dear Zoo and other stories</u> Choose different animals and adjectives; sequence duck life-cycle pictures Write thank you letter to zoo; make zoo signs; write request for a pet
Week 2	er air words with double letters longer words		
Week 3	words with two or more digraphs		
Week 4	longer words words ending in –ing compound words		
Week 5	longer words words with s in the middle /z/ s words ending –s words with –es at end /z/		
Oracy Oracy/composition: role-play/small-world areas: café kitchen, dolls’ house, hospital, doctor’s office, village, fantasy world, restaurant, greengrocers, tea party, farm shop			Handwriting <ul style="list-style-type: none">A range of activities to promote fine motor skills, e.g. pouring, cutting, hole-punching, sorting, threading, colouring, using smaller construction toys, pegboards,Mandarin calligraphy and mark-making
Maths <ul style="list-style-type: none">Select and read numerals from 1 to 10 (counting objects, including from a larger group or in an irregular arrangement)Compare groups of objects (language of greater and fewer)Estimate and subitiseCompare groups of objects (find 1 more or less in groups to 10)Talk about size weight and capacityExplore 2D shapes			Science <u>Forest School</u> <ul style="list-style-type: none">Space rocket play environment <u>Animals including humans</u> <ul style="list-style-type: none">Read ‘Dear Zoo’ and ‘Noisy Farm’Explore life cycle of ducks, including hatching ducklings in the classroom <u>Living things and their habitats</u> <ul style="list-style-type: none">Read ‘The Ugly Five’ and other books with wild African settingsWork with pictures of savannah animalsPlay environments: savannah, African Jungle <u>Materials</u> <ul style="list-style-type: none">Find the best materials to construct a penguin’s nest
History			Geography <ul style="list-style-type: none">Foundations of human geographySafari camp role play areaVisit to Freightliners City FarmFoundations of geographical skills and fieldworkAnnotate a map of Africa

RE	Music
Art <u>Focused activities</u> Animal coats with chalk on black paper Creating and decorating dragons for INSPIRE event Decorating gingerbread men <u>Continuous provision</u> Drawing: pastels, chalks, pencils, oil pastels, felt-tip pens	DT <u>Focused activities</u> Making toilet-roll binoculars and toilet-roll monsters <u>Continuous provision</u> <ul style="list-style-type: none"> • Construction: • Magformers, soft blocks, community blocks, 3D Geo-connectors, Magnetico, Duplo, Mobilo, sticklebricks, cogs, building with crates, tyres and planks, den-building, marble-runs, course for vehicles • Junk modelling • Playdough • Nature kitchen
PE <u>Dance: Unit 2</u> <ul style="list-style-type: none"> • To copy and create different actions. • To express and communicate ideas through movement with coordination and control. To explore body actions, pathways and shapes. <u>Continuous Provision</u> Riding bikes and scooters, jumping off crates, climbing, and jumping and swinging from, the climbing frames, negotiating crates, planks and tyres and obstacle and assault courses, using hula hoops, playing football, crossing plastic stepping stones, using stilts, sliding down the slide and firefighter's pole	PSHE <u>Continuous Provision</u> <ul style="list-style-type: none"> • Follow routines, access resources independently, follow instructions, move around the space safely • Manage own needs, including toileting • Make relationships with adults and children, seek out companionship with others, make own wants and needs known • Talk about how others might be feeling and respond accordingly

Summer 1: What a performance

Reading/Phonics			Writing Text: Billy Goats Gruff Role-play using story language; story-spoon retelling; performance using story maps 'Trip trap' and troll writing Text: The Gingerbread Man Create annotated story map; make own book of the story Role-play the old man and woman; puppet and story-spoon retelling Class assemblies Rehearse and perform assembly based on The Gingerbread Man or The Little Red Hen
	Phase 4	New tricky words	
Week 1	short vowels CVCC	said so have like	
Week 2	short vowels CVCC CCVC	some come love do	
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says	
Week 4	longer words compound words	there when what one	
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today	
Maths Compare numbers (find 1 more or less) Add and subtract (count 2 groups together, count a group after taking away) Add and subtract (vocabulary, problem solving and recording) Estimate and subitise Talk about time Investigate 3D shapes			Science
History			Geography
RE			Music <ul style="list-style-type: none"> Perform songs and actions for class assemblies
Art Drawing troll faces Goat and troll chalk drawing Making an origami fox Potato hoof-prints			DT Creating goat bridges with blocks, with crates/planks and with junk Making goat and troll headbands Farmhouse kitchen outside Forest school: build a goat bridge and troll trap from found materials, make mud gingerbread men
PE Ball Skills: Unit 2 <ul style="list-style-type: none"> To develop rolling and tracking a ball. To develop accuracy when throwing to a target. To develop dribbling with hands. To develop throwing and catching with a partner. To develop kicking a ball to a target. Circus Skills (CP) <ul style="list-style-type: none"> To use circus equipment, such as hoops, stilts, juggling balls. 			PSHE

Summer 2: Growing Up

Reading/Phonics			Writing
	Phase 4	No new tricky words	<p>Text: The Elves and the Shoemaker Produce tiny elf writing Sew binca squares Story-spoon retelling</p> <p>Text: Jack and the Beanstalk Produce giant Fee! Fi! Fo! Fum! writing Act out the story as a class; practise giant voices; retell story using story map Create story map of own version then write it</p> <p>Theatre trip Visit to Little Angel Theatre</p>
Week 1	ong vowel sounds CVCC CCVC	Review all taught so far Secure spelling	
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC		
Week 3	Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words		
Week 4	root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/		
Week 5	Phase 4 words ending in: –s /s/, –s /z/, –es longer words		
<p>Maths</p> <p>Select, read and order numerals to 10 (beginning to count beyond 10)</p> <p>Understand counting patterns to 20 and beyond</p> <p>Measure and compare</p> <p>See patterns in numbers – including odd and even and doubles</p> <p>Addition and subtraction facts</p>			Science
History			Geography
RE			Music
<p>Art</p> <p>Castles made from 2-d shape outlines</p> <p>Chalk scary giant faces on black paper</p> <p>Hens drawn using hand-outlines</p> <p>Stars and moons with white chalk on black paper</p> <p>Leaf relief pictures</p>			<p>DT</p> <p>Designing elf shoes</p> <p>Sewing with binca</p> <p>Cooking beanstalk stew, bean soup and golden egg omelette</p> <p>Making a beanstalk with string and leaves</p>
<p>PE</p> <p>Games: Unit 2</p> <ul style="list-style-type: none">• To develop accuracy when throwing• To learn to play against an opponent.• To play by the rules and develop coordination.• To explore striking a ball and keeping score.• To work co-operatively as a team.			PSHE