



Primrose Hill Primary Curriculum Map 2021-22 - Reception

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Focus Key Texts	Owl Babies	Room on the broom The Enormous Turnip	STEAM Project	Jack and the Beanstalk	The Little Red Hen	Mr Gumpy's Outing
Themes	Me and my family Woodland creatures	Festivals of light Being healthy	Recycling	Growing	Lifecycles Cooking	Water
Songs and Rhymes	Miss polly had a dolly 5 little speckled frogs 5 little ducks 5 little men 5 in the bed	World Nursery Rhyme Week - 15th - 19th November On bonfire night... Zoom zoom zoom There was a princess long ago 5 little monkeys Twinkle twinkle	Went the little green frog... Sleeping bunnies Ring o roses	Farmer in the den Tiny caterpillar Turtle song Ten green bottles There was an old woman who swallowed a fly	Humpty Dumpty Old macdonald Baa baa black sheep Ten in the bed 2 dicky birds	Row, Row, Row your Boat
Possible Trips and Enrichment	Owls visit in school	Local walk Local parks Kings Place - orchestra performance	Visit from People Who Help Us Trip to London Zoo - Plastics workshop?	Kings Cross Story Garden Garden Centre Trip to London Zoo - Life Cycles workshop	Hatching chick eggs Kentish Town City Farm Visit a bakery	Canal Boat Ride & Canal Museum Local parks
Communication and language	Helicopter Stories Building vocabulary Listening games Linking thoughts Retelling simple past events in order	Helicopter Stories Building vocabulary Asking questions Using different tenses Developing language for negotiating	Helicopter Stories Building vocabulary Using connective words: first, next, then, after that, finally Describing things they have made / created / past events Telling jokes	Helicopter Stories Building vocabulary Describing past events Retelling familiar stories Using and introducing a storyline in their play	Helicopter Stories Building vocabulary Responding to questions with two or more parts Turn taking in conversations Asking questions Retelling stories in the correct order Retelling stories using story language - once upon a time / one day / suddenly / luckily / the end Listening, Attention and Understanding <ul style="list-style-type: none"> • 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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 from their teacher. 	

Primrose Hill Primary Curriculum Map 2021-22 - Reception



<p>Personal, Social and Emotional Development</p>	<p>To identify people in my class and how they are similar or different. To set goals.</p> <p>Focus on settling and independence Getting to know friends and adult's names Draw members of their family. Routines and rules including the school Primrose Promises.</p>	<p>To explain how to be kind to others. To identify how to keep clean and healthy.</p>	<p>To learn how to keep myself safe. To understand feeling proud. To understand differences.</p> <p>Look at learning goals for the year. Revisit Primrose Promises. Developing self confidence through trips further afield and making links with older classes, for example buddy reading.</p>	<p>To understand how to stay safe online. To identify and understand basic feelings. To fundraise for a charity.</p>	<p>Summer 1 To explain what a healthy lifestyle is. To consider the routines and patterns of a typical day. To explain how to keep myself clean and healthy and explain why it is important.</p> <p>Summer 2 To identify the people in my family and explain where I can get help. To explore gender stereotypes. To explain how to use medicine safely. To prepare for change.</p> <p>TRANSITION – inc. regular visits to new classes and other new parts of the school.</p> <p>Self Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
<p>Physical Development</p>	<p>Learn how to move safely through school and the playground. Look at ways to stay healthy. Look at different ways you can move your body including crawling, walking, running. Dance to firework music and look at celebratory dances across the world.. Write Dance Dough Disco</p>	<p>Explore different ways of throwing and other 'up' games e.g. hoop shooting. Use one-handed tools to plant and tend. Make flowers from malleable materials e.g. pipe cleaners/ Playdough. Move like different animals. Construct and mould different animal habitats. Use one-handed tools e.g. hammers and malleable materials to construct buildings. Write Dance Dough Disco</p>	<p>Obstacle courses. Look at ways to stay healthy and strong. Devise movements to different kinds of music. Use tools e.g. hole punch, staples, safely to create vehicles. Cooperative games e.g. traffic lights. Write Dance Dough Disco</p> <p>Sports Day</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod 		

Primrose Hill Primary Curriculum Map 2021-22 - Reception



					grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.	
PE	Locomotor Skills	Gymnastics	Gymnastics	Dance	Locomotor Athletics	
Literacy - Reading Comprehension	<p>Talk for Writing Weekly Guided reading Story Mountain and how to structure a story - opening, build up, problem, resolution and ending Story table with focus key text with books and props to support it. Daily story time Learning key text using a text map. Non - fiction focus. Looking at features in a non - fiction book. Speech bubbles - what do the characters say? Hot seating a character Enjoy listening to a range of stories Joining in with familiar rhymes, songs and stories.</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 					
Literacy - Phonics Word Reading	Daily Phonics - Letters and Sounds - Phase 2	Daily Phonics - Letters and Sounds - Phase 2	Daily Phonics - Little Wandle - Phase 3	Daily Phonics - Little Wandle - Phase 3	Daily Phonics - Little Wandle - Phase 3	<p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Literacy - Writing	<p>Innovating the story Guided writing Provide writing opportunities within the role play areas:</p> <ul style="list-style-type: none"> • Shopping lists • Menus • Recipes • Telephone messages • Party invitations • Postcards • Letters 	<p>Guided writing Provide writing opportunities within the role play areas:</p> <ul style="list-style-type: none"> • Shopping lists • Menus • Recipes • Telephone messages • Party invitations • Postcards • Letters 	<p>Guided writing Non - fiction writing: Instructions Facts Provide writing opportunities within the role play areas:</p> <ul style="list-style-type: none"> • Shopping lists • Menus • Recipes • Telephone messages • Party invitations • Postcards • Letters 	<p>Guided writing Bean diaries Recording what happens to our beans over a period of time Provide writing opportunities within the role play areas:</p> <ul style="list-style-type: none"> • Shopping lists • Menus • Recipes • Telephone messages • Party invitations • Postcards • Letters 	<p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	
Maths	White Rose Maths Guided maths Getting to know you Match and sort	White Rose Maths Guided maths Representing 1,2,3, Comparing 1,2,3, Composition 1,2,3	White Rose Maths Guided maths Introducing zero Representing, comparing,	White Rose Maths Guided maths Combining two groups Time	White Rose Maths Guided maths Counting beyond 10 / Counting patterns beyond 10	White Rose Maths Guided maths Doubling Sharing & Grouping

Primrose Hill Primary Curriculum Map 2021-22 - Reception



	<p>Compare amounts Compare size, mass and capacity Exploring pattern</p> <p>NCTEM daily maths input</p>	<p>Incl - Circles and triangles Representing numbers to 5 & One more and one less Shapes with 4 sides & Positional language Time – Night and day Consolidation</p> <p>NCTEM daily maths input</p>	<p>composition 4&5 6,7,8 Making pairs Comparing mass & capacity Length & height</p> <p>NCTEM daily maths input</p>	<p>9&10 and Comparing numbers to 10 Number bonds to 10 3D shape Pattern Consolidation</p> <p>NCTEM daily maths input</p>	<p>Spatial reasoning, match, rotate, manipulate & compose and decompose Adding more / number stories Taking away</p> <p>NCTEM daily maths input</p>	<p>Even and Odd Deepening Understanding & Patterns and Relationships Spatial Reasoning Visualise and Build & Mapping Consolidation</p> <p>NCTEM daily maths input</p> <p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
<p>Understanding the World</p>	<p>Looking at different species of owls Owl Habitats Children to discuss about their families</p>	<p>Exploring different foods and how they grow Learn about different cultural celebrations related to light. Look at a variety of faiths /celebrations.</p>	<p>Focusing on materials and what it means to recycle</p>	<p>Lifecycle of a bean Growing their own beans and vegetables Labelling different parts of a plant</p>	<p>Lifecycle of a chick Looking at how to look after a chick How to make flour Real eggs to hatch into chicks</p>	<p>Floating and sinking Why do we have canals Exploring canals Exploring the local environment</p> <p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p>

Primrose Hill Primary Curriculum Map 2021-22 - Reception



						<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Art and Design	<p>Role-play - home corner Re-enact stories with puppets and props. Listening and moving to music from around the world. Singing a variety of songs. To think about drawings to tell a story To have increasing awareness of simple weaving and collage Explore the difference in natural and man made patterns. To increased awareness in how to create 2 & 3 part patterns To explore in more detail of the definition of a pattern and symmetry and lines of symmetry Select junk modelling materials for construction with a purpose in mind To explore printing using blocks</p>	<p>Role-play - home corner Re-enact stories with puppets and props. To begin to draw story maps Singing a variety of songs. Select junk modelling materials for construction with a purpose in mind To manipulate clay to make a thumb pot</p>	<p>Role-play - home corner Re-enact stories with puppets and props. Singing a variety of songs. STEAM project To think about joining techniques to match purpose (introduce split pins, treasury tags, snipping edge of cylinder tubes) Introduce 3D shape names when constructing.</p>	<p>Role-play - home corner Re-enact stories with puppets and props. Singing a variety of songs. To explore making brighter/lighter colours by using more water or white paint</p>	<p>Role-play - home corner Re-enact stories with puppets and props. Singing a variety of songs. To have increased awareness of how to make secondary colours by combining 2 primary colours</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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Music	Royal Academy of Music sessions Tom to complete	Royal Academy of Music sessions				
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Our long term plan is a simple structure that we follow to ensure that we have covered the EYFS framework throughout the year.
Our weekly learning opportunities vary to follow the interests of our children.
We assess children regularly using Tapestry and personalise the learning journey for our children by identifying their next steps so we can use these in our weekly planning.