**Reception Curriculum Map**

**Our Curriculum is centred upon our key texts and we use** [**Development Matters 2O21**](https://www.gov.uk/government/publications/development-matters--2) **to guide our planning. These curriculum maps giver an overview of the learning opportunities children have in Reception and will be adapted in order to meet best meet the needs and interests of individual children. Supporting children’s language development is at the heart of our curriculum and we have outlined rich opportunities for speaking and listening across all curriculum areas. You can find separate overviews for Literacy and Maths** **on our school website. In addition to these overviews our Reception Progression Overview outlines how we build upon skills and knowledge throughout the Reception year**

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| **Spring Term** | | | |
| **Key Themes:** Snowy Days, Teddy Bears and The Reception Garden | | | |
| **Spring One** | | **Spring Two** | |
| **Key Texts** | | **Key Texts** | |
| **Goldilocks and The Three Bears**  **Whatever Next! By Jill Murphy**  **Snow Bears by Martin Waddel**  **Snowy Day by Ezra Jack Keats** | | **My Bean Diary**  **Jack and the Bean Stalk**  **The extraordinary Gardener**  **The Easter Story** | |
| **Suggested Learning Experiences linked to PSE** | | **Suggested Learning Experiences linked to PSE** | |
| * Discussing times they have encountered challenges * Exploring and identifying skills they have learnt (such as being able to zip up their coat; read a short book or write simple words such as their name) * Reading texts in which the main characters persevere and overcome challenges (Jabari Jumps by Gaia Cornwall or Tilda Tries Again by Tom Percival) * Finding out about and recognising their class mates achievements | | * Thinking about how they can make healthy choices about the food they eat. (This could include planning a healthy meal) * Discussing different ways, they can exercise. * Creating their own short exercise routine. * Encouraging children to carry out self-care activities independently (such as washing their hands carefully) * Exploring how they can take care of the world around them (particularly in relation to looking after plants and wildlife) | |
| **Jigsaw Scheme Unit: Dreams and Goals** | | **Jigsaw Scheme: Healthy Me** | |
| **Suggested Learning Experiences linked to Expressive Arts** | | **Suggested Learning Experiences to Expressive Arts** | |
| * Using scissors and everyday household items to make rockets * Exploring the effects of using different coloured paints on black paper to create space pictures * Role playing different stories (see Literacy framework for further ideas) * Using different material to create snow scenes * Looking a snowflake dance from the nut cracker. * Creating their own snowflake dances. * Daily singing | | * Observational drawings of plants * Observational paintings of spring flowers such as daffodils * Using a wide range of materials to create their own extraordinary garden * Designing and creating Easter bonnets for a parade * Daily singing- with a focus on Spring songs | |
| **Music Scheme: Everyone** | | **Music Scheme:** Our World | |
| **Suggested Learning Experiences linked to Understanding of the World** | | **Suggested Learning Experiences linked to Understanding of the World** | |
| * Exploring ways of making different sounds * Exploring how to make Porridge * Describing the process of making toast and observing how bread changes after being placed in a toaster * Finding out about Chinese New Year * Describing ice and finding out what happens to ice when it is left in different places. * Comparing different teddy bears (thinking particularly about how they feel) * Finding out about teddy bears that members of their family and staff used to have. | | * Growing Beans / sunflowers * Planting bulbs in our Reception Garden/ planters * Making observations about plants in our local area including the local park * Finding out about jobs relating to plants and taking care of our environment. * Learning about the Easter Story * Finding out how Easter is celebrated in different countries. * Making a healthy fruit smoothie | |
| **RE Scheme :** Celebrations Islam and Judaism | | **RE Scheme:** Easter | |
| **Suggested Enhanced Provision**  **(Particular focus on provocations that support Oracy)** | | **Suggested Enhanced Provision**  **(Particular focus on provocations that support Oracy)** | |
| * The Bears house with props from whatever Next to encourage roleplaying the story * Exploration/ Investigation Activities:   A range of teddy bears for children to compare  Space items and pictures  Porridge oats and different sized containers  Fake snow with small world characters.  Ice with characters  Ice cubes with food colouring   * Objects for making different sounds. * Books relating to snow and bears to be prominently displayed in the classroom. | | * A garden shop or florist will be set up both inside and outside of the classroom. * Exploration/ investigation table with- flowers, magnifying glasses.   Easter eggs of different sizes  Soil and fake flowers  Fruits and vegetables  Soil and pots for role playing planting   * Small world toys relating to texts the children enjoy * Books relating to Spring and plants will be prominently displayed | |
| **Learning Experiences and Continuous Provision to support Physical Development** | | | |
| As in the Autumn Term we will continue with:   * Opportunities to explore out door area and playground equipment that involves further developing gross motor skills of balance co-ordination and upper arm strength * Gross motor activities will include throwing and catching, balancing on beams, exploring the adventure and tyres and opportunities to dance and add action to songs. * Daily fine motor skills will be incorporated into the provision in accordance with the needs of the children * These activities will including threading, manipulating malleable materials such as playdough (COVID control measures allowing, cutting fruit and vegetables, using tools such as scissor and regular opportunities for writing, mark making and drawing and using small gardening tools. | | | |
| **Coached PE:**  Introducing running, dodging and serving skills | | **Coached PE:**  *Introducing* running, dodging and swerving skil | |
| **Handwriting Focus:**  Focussing on the formation letters. This half term they will focus on the ladder family.  l , i, t u, j, y | | **Handwriting Focus:**  Focussing on individual letter formation. This half term they will focus on the one armed robot family: r, m n, h, b, p and k | |
| **Further Enrichment Activities** | | | |
| **Further Enrichment Activities** | **Visiting the Local Park**  **Teddy Bear Workshop Linked to Text** | | **Easter Bonnet Parade**  **Visit to Church or Cathedral**  **Visiting St Mary’s Church** |