

# Barnes Reception Curriculum 2022-2023

“Play is the highest form of research.” –Albert Einstein

Early Years teaching is different to KS1 and KS2 due to the emphasis of learning through play. We plan for progression in all areas, through gradual challenge in our learning environment and our interactions with children. For example, we may start with large cotton wheels to thread in Autumn 1 and get out successively smaller beads to thread as the term progresses. **We weave all the curriculum in and out of the day.** All areas of the curriculum can always be found in our free flow resources and open ended activities. We constantly review how we can provide ‘writing for a purpose’, ‘real life maths’ and development of the love of reading, physical strength and coordination and communication skills. It is our passion to provide a broad and inspiring curriculum, and more often than not, the children are the instigators.

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All about me	Celebrations	Colours and patterns	Life cycles	Local environment	All around the world
Role play	Hospital and home	Celebrations and festivals role play	Laboratory and Art Gallery	Forest and Natural History Museum	Shoe shop and vet	Beach and school
Communication and Language	These core subjects are crucial for all areas of learning. They are sometimes taught explicitly* as whole class learning, but most often through play, high quality learning environment and skilful teacher interactions to help each child take the next step in their learning. Please see New Development Matters Reception statements as a guide to what we expect most children can do at this stage. *(e.g. routines and expectations, speaking in front of the class with sentence starters, buzz partners, hygiene, healthy eating, specialist PE lessons, Write Dance, Sports Day, Bikeability, transition to year 1)					
Physical Development						
Personal Social and Emotional Development						
Literacy reading	<ul style="list-style-type: none"> <li>Rocket phonics – Introducing s,a,t,i,p,n,m,d,g,o,c,k</li> <li>Reading Journals and books out</li> <li>Common exception word cards</li> </ul>	<ul style="list-style-type: none"> <li>Rocket phonics – Introducing k,e,u,r,h,b,f,l,ll,ss</li> <li>Parent readers start</li> <li>Reading conferences start</li> </ul>	<ul style="list-style-type: none"> <li>Rocket phonics – Introducing j,v,w,x,y,z,zz,qu</li> <li>Intervention groups if necessary</li> </ul>	<ul style="list-style-type: none"> <li>Rocket phonics – Introducing ch,sh,th,ng,ai,ee,igh,oa,oo</li> <li>Increased challenge of revision – grouping similar looking phonemes together</li> </ul>	<ul style="list-style-type: none"> <li>Rocket phonics – Introducing ar,or,ur,ow,oi,ear,air,ure,er</li> <li>Increasing emphasis on using our phonics for writing</li> <li>Provision tailored to the cohort’s needs to ensure all children have embedded the phonic knowledge from Reception</li> </ul>	<ul style="list-style-type: none"> <li>Rocket phonics – As Summer 1 and introducing wh,ph,ay,a-e,ai,e-e,ie,ea</li> </ul>
Literacy writing	<ul style="list-style-type: none"> <li>I love to draw</li> <li>Dough gym</li> <li>Scissor skills</li> <li>Strengthening exercises</li> </ul>	<ul style="list-style-type: none"> <li>Whole class fine motor and gross motor exercise continue</li> <li>Formation of letters</li> <li>Fine motor intervention</li> <li>Story telling introduced (scribing and acting out)</li> <li>Sudden Hill Unit</li> </ul>	<ul style="list-style-type: none"> <li>teacher shared writing based on the theme of the week</li> <li>Lists</li> <li>Labels</li> <li>Speech bubbles</li> <li>Postcards</li> <li>Letters</li> <li>Own story books</li> </ul>	<ul style="list-style-type: none"> <li>Teacher shared writing based on the theme of the week with more emphasis on dictation</li> <li>E.g. Ducklings Book (inspired by our real ducklings)</li> </ul>	<ul style="list-style-type: none"> <li>Use of the Power of Pictures prompts to increase independence in writing</li> <li>Trip recounts</li> <li>Continued celebration of story books</li> </ul>	<ul style="list-style-type: none"> <li>Non-fiction writing</li> <li>The Storm Whale Unit</li> <li>Writing letters to new teachers and Nursery teachers</li> </ul>
Maths	<ul style="list-style-type: none"> <li>Match and sort</li> <li>Comparing amounts</li> <li>More, fewer and less</li> <li>Compare size, mass and capacity</li> <li>Exploring pattern</li> <li>Spot my mistake</li> <li>Bear hunt (music and movement)</li> <li>Circles and triangles</li> <li>I can describe relative position – spatial awareness (map of school)</li> </ul>	<ul style="list-style-type: none"> <li>Exploring numbers 1 to 6 using:                             <ul style="list-style-type: none"> <li>Fingers, numicon, rekenrek, part-part-whole models, counting up and back, 1 more 1 less, matching and drawing numerals, money</li> <li>Subitising</li> <li>Time; ordering instructions for Christmas / games</li> <li>3D shapes (present wrapping)</li> <li>Digging deeper; combining 2D &amp; 3D shapes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Exploring Numbers 7 – 10 with variation (as in Autumn 2)</li> <li>Consolidating composition of numbers to 10</li> <li>Pattern and 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Beyond 10</li> <li>How many ways can you make..?</li> <li>Ordering length / numerals</li> <li>Investigating doubling and halving</li> </ul>	<ul style="list-style-type: none"> <li>Consolidating all skills so far</li> <li>Adding and subtracting two groups</li> <li>Counting on and back</li> </ul>	<ul style="list-style-type: none"> <li>Using number composition and subitising to add and subtract</li> <li>Increased spatial reasoning and articulating problem solving</li> </ul>
Understanding the world / PSED	Rules and routines / Fire safety / Jobs / Hygiene / My family	Forest School starts / Diwali / Bonfire Night / Birthdays / Thanksgiving / Hannuka / Christmas	Camouflage Elephants toothpaste Colour and food (taste testing) Healthy eating	<ul style="list-style-type: none"> <li>Planting and growing</li> <li>Reptiles</li> <li>Frogs lifecycles</li> <li>Plants</li> </ul>	<ul style="list-style-type: none"> <li>our school (Tour)</li> <li>Barnes shops (TRIP)</li> <li>Wetland Centre (TRIP)</li> <li>London (Royal family)</li> </ul>	Barnes Bear goes visiting: -Africa -India -Japan

				<ul style="list-style-type: none"> <li>- Chicks or ducklings (Real!)</li> <li>- Science workshop</li> <li>- Easter</li> </ul>	<ul style="list-style-type: none"> <li>- London transport</li> <li>- Run for Rusuzumiro</li> </ul>	<ul style="list-style-type: none"> <li>-Antarctica</li> <li>-Australia</li> <li>- Battersea Zoo (TRIP)</li> </ul>
Expressive arts and design	Write Dance	DT week / Diwali moving puppets / Light dances / Nativity show	Colour mixing / Pattern and music; Talent Show Arts Week		<ul style="list-style-type: none"> <li>- Making afternoon tea</li> </ul>	Holi