



The West Hampstead Curriculum - A Guide for Parents in Reception – 2022-23

Over the past few months, we have been working on developing and improving our 'West Hampstead Curriculum'. This document shows you what children in Reception will be learning throughout the year and what your child will be learning in the Spring term. You will receive more information later in the year.

Intent - The West Hampstead Curriculum is designed to:

1. Teach our pupils to learn well
2. Teach our pupils how to lead happy, healthy, constructive lives, in which they can aspire and experience success
3. Ensure broad and balanced knowledge of the world
4. Ensure high levels of competence in the core subjects of English and maths
5. Teach our pupils to live well in a diverse world, as confident, responsible citizens

West Hampstead Values:

Last year, we worked with children, staff, parents and governors to develop our five core West Hampstead values, Aspiration, Responsibility, Resilience, Consideration and Community. These themes run through each of our topics.

Whole School Themes:

As a school community, we have decided to structure our Key Stage 1 and 2 'West Hampstead Curriculum' around whole school themes. These themes are: Journeys, Making a Difference, Environment and Diversity.

EYFS Curriculum:







The EYFS curriculum uses a broad selection of engaging core texts linked each half term to an overarching theme. The activities and experiences we plan are guided by the Educational Programmes set out in the DFE Statutory framework for the early years foundation stage and designed to enable all children to acquire the skills, knowledge and attitudes they will need by the end of the reception year.

The National Curriculum:

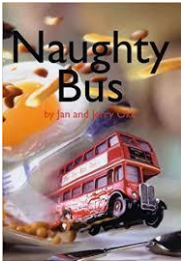
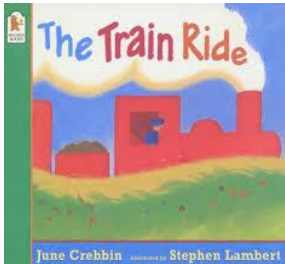
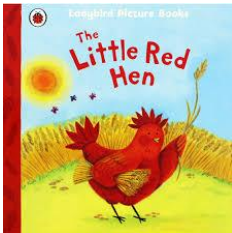
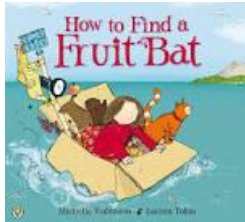





At our school the National Curriculum is statutory. It lays out the range of subjects we must teach and sets the standards pupils are expected to reach at the end of each key stage of learning. Our Schools Curriculum incorporates the National Curriculum and goes beyond it. We have adapted and extended the National Curriculum to meet the particular needs of our pupils and families. It is a curriculum designed to work for all in our community.

Topic Enrichment

We believe that all topics should be memorable, engaging and exciting! So for each topic you will see that (Covid permitting) we have planned for: an exciting entry point, opportunities for exploration through in depth research , exciting trips and an exit point that will often involve sharing work with our community.

 <p>The Values 2021-22</p>	<p>Aspiration</p>  <ul style="list-style-type: none">- Creativity- Curiosity- Communication	<p>Responsibility</p>  <ul style="list-style-type: none">- Citizenship- Staying Healthy- Organisation
<p>Resilience</p>  <ul style="list-style-type: none">- Confidence- Independence- Adaptable	<p>Consideration</p>  <ul style="list-style-type: none">- Kindness- Empathy- Respect	<p>Community</p>  <ul style="list-style-type: none">- Belonging- Collaboration- Relationships

Reception- West Hampstead Curriculum Overview – 2022-23

West Hampstead Curriculum 2022-2023		Reception		
On the Move Spring 1 2023		Food, Glorious Food! Spring 2 2023		
 		 		
Explore and Experience				
Train ride to Hampstead Heath Local walk around the school Visit to London Zoo Visit from the Orchestra of the Age of Enlightenment				
Aspiration 	Responsibility 	Resilience 	Consideration 	Community 
Our School Values Last year, we worked with children, staff, parents and governors to develop our five core Beckford values, Aspiration, Responsibility, Resilience, Consideration and Community. These themes run through each of our topics.				
Our topic themes are carefully selected to expose all children to a wide range of ideas, language, learning opportunities and experiences. This enables them to make connections in their learning as well as providing a springboard to ignite their imagination, curiosity and creativity. Every unique child will access these learning opportunities at their own level and make progress from their own starting points. Key thinking and learning skills linking to the prime areas of learning are developed through all topics.				



Reception Topic Map – Spring Term

PERSONAL, SOCIAL, EMOTONAL DEVELOPMENT	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT
<p>Continue to develop understanding of the Golden Rules</p> <p>Use the Zones of Regulation to think about our feelings and the feelings of others</p> <p>Develop strategies for if you are feeling e.g. sad, annoyed, angry or lonely</p> <p>Spring 1: Good to be Me – thinking about our feelings, standing up for ourselves</p> <p>Spring 2: Going for Goals – setting our own goals, getting motivated and persisting, developing resilience</p> <p>Thinking about the effects of exercise on the body</p> <p>Talking about healthy eating</p> <p>Looking after our teeth.</p>	<p>Encouraging talk through quality conversations play and in-class discussions.</p> <p>Develop Talk Partner skills.</p> <p>What does a good listener do? How to respond with interest.</p> <p>Building on or challenging what someone says, “I agree because..” “I disagree because..”</p> <p>Continue to build a repertoire of songs, rhymes and poems.</p> <p>Retell and act out familiar stories to develop story language, phrasing and learn new vocabulary.</p> <p>Making up our own stories.</p> <p>Child in the Spotlight – talking about personal experiences or special objects. A focus on presentational talk and asking/responding to questions.</p> <p>Following instructions and thinking of our own</p> <p>Develop questioning skills in relation to texts/topics e.g. What do we want to find out about fruit bats?</p> <p>Learning to recount events and give explanations in more detail using complete sentences. How did you make your model?</p>	<p>Fine-motor skills:</p> <ul style="list-style-type: none"> - whole-class teaching of correct letter formation movements (during phonics sessions and throughout the setting) - Activities to develop scissor skills, pencil grip and control - Using a variety of tools for art and design e.g. pens, pencils, paintbrushes, feathers in paint - Developing scissor skills – cutting straight and curved lines - Becoming independent with coats and zips <p>Gross-motor skills:</p> <p>Weekly PE sessions with PE Coach:</p> <p>Spring 1: Think Aim Pass</p> <p>Target Games</p> <p>Spring 2: Travel Balance Climb</p> <p>Movement Games</p> <p>Extra sessions rotate between Games, Gymnastics and Throwing and Catching.</p>

LITERACY	Reception – Spring Topics	MATHEMATICS:
<p><u>Reading:</u> Phase 3 phonics – daily phonics sessions introducing new digraphs and tricky words Three times weekly guided reading groups to develop word reading, fluency and comprehension. Lots of reading for pleasure e.g. in book corners and at whole class story time Exploration of characters, setting and events in relation to our core texts. Making story maps to support retelling of core texts. Two reading books sent home each week matched to phonics taught in class to practise reading skills further and develop confidence.</p> <p><u>Writing:</u> Continue to develop accurate letter formation through whole class phonic sessions and a range of writing activities. Writing lists, captions and simple sentences, linked to our core texts and in different contexts through the setting. Focus on composing and writing simple sentences with greater independence matching spoken words with written words.</p>	<p style="text-align: center;">Spring 1: On the Move</p> <p style="text-align: center;">Spring 2: Food, Glorious Food!</p>	<p>NCETM Overview for weeks 11-15 (Spring 1) <u>Subitising:</u> Focus on linking subitising amounts to 5 with numerals <u>Ordinality:</u> Ordering numbers to 5. Focus on each number being 1 more than the previous number <u>Composition:</u> Focus on the composition of 5 and considering missing numbers; beginning to consider ‘5 and a bit’ numbers using fingers and die frames as key representations <u>Comparison:</u> focus on equal and unequal groups</p> <p>NCETM Overview for weeks 16 – 20 (Spring 2) <u>Subitising:</u> explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’ <u>Ordinality:</u> continue to consolidate their understanding of cardinality, working with larger numbers within 10; become more familiar with the counting pattern beyond 20. <u>Composition:</u> explore the composition of odd and even numbers, looking at the ‘shape’ of these numbers; begin to link even numbers to doubles; begin to explore the composition of numbers within 10. <u>Comparison:</u> compare numbers, reasoning about which is more, using both an understanding of the ‘howmanyness’ of a number, and its position in the number system.</p> <p>Throughout the maths sessions we will be asking children to demonstrate their understanding – Show, Describe, or Explain</p> <p>Opportunities to develop understanding of shape, space and measure and use related vocabulary.</p>

EXPRESSIVE ARTS AND DESIGN	UNDERSTANDING THE WORLD
<p>Spring 1 – On the Move</p> <ul style="list-style-type: none"> • <u>Miss Schaefer’s Art lessons:</u> Creating an overlaid city collage combining printing and drawing <p>Spring 2 – Food Glorious Food</p> <ul style="list-style-type: none"> • <u>Miss Schaefer’s Art lessons:</u> Experimenting with paint, mark making using different objects e.g. feathers, range of brushes, sticks, sponges • Observational drawings of plants and nature • Day and night rainforest art inspired by illustrations <p>Continue to develop a repertoire of songs and rhymes Continue to make up own stories Role play – home corner, train station Imaginative small world/block play</p> <p>Reception Class Assemblies Visit from the OAE (Orchestra of the Age of Enlightenment)</p>	<p>Festivals and customs including Chinese New Year Seasonal Changes – exploring how water changes when heated or cooled– melting and freezing. How has the tree in our playground changed since Autumn and Winter.</p> <p>Different types of transport – how do we get around? Comparing transport – old and new. Local area walk and making simple maps about our local area Comparing different places e.g. city/countryside/seaside Train ride to Hampstead Heath – what can we see? Beginning to think about pollution – how can we help make a change?</p> <p>Where does bread come from? Making sandwiches Learning about fruit and fruit bats – where do they live and how would you get there? Link to other nocturnal animals</p>

