**The West Hampstead Curriculum - A Guide for Parents in Reception – 2021-22**

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.

If you have any questions about the curriculum, please contact: [admin@westhampstead.camden.sch.uk](mailto:admin@westhampstead.camden.sch.uk) The West Hampstead Curriculum Team

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| **The Values**  **2021-22** | **Aspiration**  See the source image | **Responsibility**  See the source image |
| * Creativity * Curiosity * Communication | * Citizenship * Staying Healthy * Organisation |
| **Resilience**  **C:\Users\sdrake18.202\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6B31AAA8.tmp** | **Consideration**  Image result for hand heart symbol, black and white | **Community**  Image result for community, image, black and white |
| * Confidence * Independence * Adaptable | * Kindness * Empathy * Respect | * Belonging * Collaboration * Relationships |

**Reception- West Hampstead Curriculum Overview – 2021-22**

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| **West Hampstead Curriculum 2021-2022** | | | | **Reception** | | | |
| **On the Move**  **Spring 1 2022**  C:\Users\pdonegan2.202\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\2BADAE1C.tmpC:\Users\pdonegan2.202\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\16313103.tmp | | | | **Food, Glorious Food!**  **Spring 2 2022**  C:\Users\pdonegan2.202\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F7CCF84C.tmpC:\Users\pdonegan2.202\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\403019B7.tmp | | | |
| Entry Point | Explore and Experience | | | | | | Exit Point |
|  |  | | | | | |  |
| **Aspiration**  See the source image | | **Responsibility**  See the source image | **Resilience**  See the source image | | **Consideration**  Image result for hand heart symbol, black and white | **Community**  Image result for community, image, black and white | |
| **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**  

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| **PERSONAL, SOCIAL, EMOTONAL DEVELOPMENT** | **COMMUNICATION AND LANGUAGE** | | **PHYSICAL DEVELOPMENT** |
| Continue to develop understanding of the **Golden Rules**  Use the **Zones of Regulation** to think about our feelings and the feelings of others  Develop strategies for if you are feeling e.g. sad, annoyed, angry or lonely  Spring 1: **Good to be Me** – thinking about our feelings, standing up for ourselves  Spring 2: **Going for Goals** – setting our own goals, getting motivated and persisting, developing resilience | Encouraging talk through quality conversations play and in-class discussions.  Develop **Talk Partner** skills**.**  What does a good listener do?  Continue to build a repertoire of songs, rhymes and poems.  Retell and act out familiar stories to develop story language, phrasing and learn new vocabulary  Making up our own stories through Helicopter Stories  **Child in the Spotlight** – talking about personal experiences or special objects and asking questions of others  Using ‘**because**’ when talking about likes and dislikes  Following **instructions** and thinking of our own  Develop questioning skills in relation to texts/topics e.g. what do we want to find out about fruit bats?  Learning to recount events and give explanations in more detail. How did you make your model? | | Fine-motor skills:   * 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   Gross-motor skills:   * **Gymnastics** – PE * Developing **ball skills** – throwing, catching, kicking, getting the ball to a target   Thinking about the **effects of exercise** on the body  Talking about **healthy eating** |
| **LITERACY** | **Reception – Spring Topics** | | **MATHEMATICS:** |
| Reading:  **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.  Writing:  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. | **Spring 1: On the Move**  **Spring 2: Food, Glorious Food!** | | **NCETM Overview for weeks 11-15 (Spring 1)**  Subitising: Focus on linking subitising amounts to 5 with numerals  Ordinality: Ordering numbers to 5. Focus on each number being 1 more than the previous number  Composition: 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  Comparison: focus on equal and unequal groups  **NCETM Overview for weeks 16 – 20 (Spring 2)**  Subitising: explore symmetrical patterns, in which each side is a familiar pattern, linking this to ‘doubles’  Ordinality: continue to consolidate their understanding of cardinality, working with larger numbers within 10; become more familiar with the counting pattern beyond 20.  Composition: 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.  Comparison: compare numbers, reasoning about which is more, using both an understanding of the ‘howmanyness’ of a number, and its position in the number system. |
| **EXPRESSIVE ARTS AND DESIGN** | | **UNDERSTANDING THE WORLD** | |
| **Spring 1 – On the Move**   * Miss Schaeffer’s Art lessons:   Creating an overlaid city collage combining printing and drawing  **Spring 2 – Food Glorious Food**   * Miss Schaeffer’s Art lessons:   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   Continue to develop a repertoire of **songs and rhymes**  Continue to make up own stories  **Role play** – home corner, traffic centre, train station  Imaginative small world/block play | | **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.  Different types of **transport** – how do we get around?  Comparing transport – old and new.  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?  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** | |