



# 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.



## The Values 2021-22

### Aspiration



- Creativity
- Curiosity
- Communication

### Responsibility



- Citizenship
- Staying Healthy
- Organisation

### Resilience



- Confidence
- Independence
- Adaptable

### Consideration



- Kindness
- Empathy
- Respect

### Community

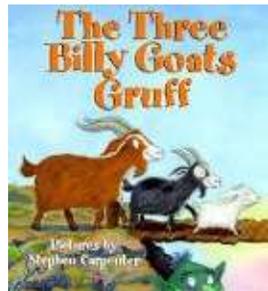
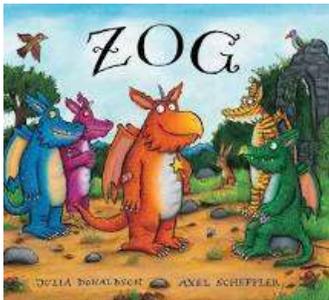


- Belonging
- Collaboration
- Relationships

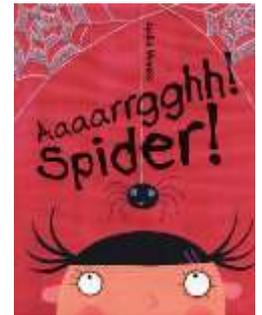
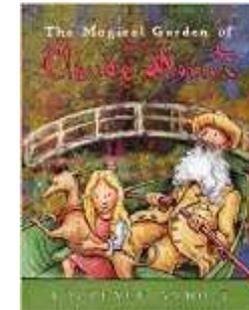
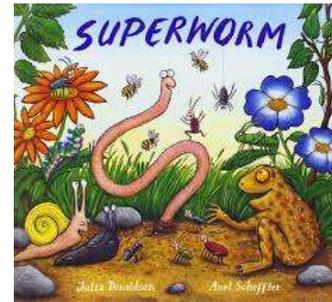
# Reception- West Hampstead Curriculum Overview – 2021-22

## West Hampstead Curriculum 2021-2022 Reception

### Summer 1 Once Upon a Time



### Summer 2 In Our Magical Garden



## Explore and Experience

Caterpillars  
Forest School  
Growing own plants

Aspiration



Responsibility



Resilience



Consideration



Community



## Our School 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.

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 – Summer Term

PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT
<p>Model and praise following the <b>Golden Rules</b></p> <p>Use the <b>Zones of Regulation</b> to think about our feelings and the feelings of others</p> <p>Summer 1: <b>Relationships</b> – understanding my own feelings, understanding how others feel, thinking about what is fair and unfair and how we can make things fair. What can help you to feel better if you are feeling sad or missing someone?</p> <p>Summer 2: <b>Change</b> – how have we changed since the start of Nursery/Reception? How does change make us feel? Getting ready for Year 1! Thinking about what will be the same and what will be different</p> <p><b>PSED themes relating to our Key Texts:</b></p>	<p>Retell and act out familiar stories to develop story language, phrasing and learn new vocabulary</p> <p><b>Helicopter Stories:</b> A big focus on telling our <b>own</b> stories using story language and conjunctions such as first, next, then, after that, finally. Acting out our stories.</p> <p>Introduce <b>hot seating</b> of characters from core texts – encourage children to ask and answer questions in role.</p> <p>Developing our ability to offer more detailed explanations, give and follow a series of instructions.</p> <p>Introduce simple <b>debates</b> to talk about likes and dislikes and give reasons.</p>	<p><b>Fine Motor Skills:</b></p> <p>Continue to develop accurate letter formation through whole class phonic sessions, small groups and a range of fine motor activities.</p> <p>Activities to develop cutting and joining skills</p> <p>Painting with attention to detail</p> <p><b>Gross Motor Skills:</b></p> <p>Thursday PE sessions with Mr Thomas:</p> <p>Summer 1: Invent Lead Follow Gymnastics</p> <p>Summer 2: Choose Use Improve Sports Day activities</p> <p>Obstacle courses and building dens and bridges</p>

<p><i>Zog – perseverance and resilience - having a go, keeping trying even if you make mistakes or can't do something straight away. Being kind and helpful, challenging stereotypes</i></p> <p><i>Superworm – friendship and helping others, working together towards a goal</i></p> <p><i>Magical Garden of Claude Monet – you can learn from everyone, don't judge someone by what they look like</i></p> <p><i>Aaaarrgghh! Spider! – hidden talents</i></p>		
<p style="text-align: center;"><b>LITERACY</b></p>	<p style="text-align: center;"><b>Reception – Summer Topics</b></p>	<p style="text-align: center;"><b>MATHEMATICS:</b></p>
<p>Reading:</p> <p><b>Little Wandle Letters and Sounds Phonics Phase 4</b> – daily phonics sessions introducing reading words with adjacent consonants, longer words, a range of endings including -ing/-ed/-est/-t/-es/-s/-id and new tricky words</p> <p>Three times weekly <b>guided reading</b> groups to develop word reading, fluency and comprehension</p> <p>Two reading books sent home each week matched to phonics taught in class to practise reading skills further and develop confidence.</p> <p>Lots of <b>reading for pleasure</b> e.g. in book corners and at whole class story time</p> <p>Exploration of characters, setting and events in relation to our core texts</p> <p>Making <b>story maps</b> to support our own story telling skills and understanding the structure of stories</p>	<p><b>Summer 1: Once Upon a Time</b></p> <p><b>Summer 2: In Our Magical Garden</b></p>	<p><b>NCETM Overview for Summer</b></p> <p><b>Subitising (encouraging our children to, “See the amount - don't count” when working with smaller quantities of objects)</b></p> <ul style="list-style-type: none"> <li>• continue to practise increasingly familiar subitising arrangements, including those which expose ‘1 more’ or ‘doubles’ patterns</li> <li>• use subitising skills to enable the children to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li> <li>• subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</li> <li>• identify when it is appropriate to count and when groups can be subitised.</li> </ul> <p><b>Cardinality, ordinality and counting</b></p> <ul style="list-style-type: none"> <li>• continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> </ul>

Writing:

Practise spelling of newly taught words in phonics sessions.

Focus on composing and writing simple sentences with greater independence matching spoken words with written words.

Continue to develop writing for enjoyable and meaningful purposes throughout the day.

Moving on to developing story writing skills – story maps, storytelling and beginning to extend writing.

- continue to develop confidence and accuracy in both verbal and object counting.
- understanding and developing different strategies for counting larger amounts

**Composition**

- explore the composition of 10.
- make representations of numbers using fingers and ten frames to support understanding of composition
- focus on doubles and halving

**Comparison**

- order sets of objects, linking this to their understanding of the ordinal number system.

Shape and Pattern: sorting 2D and 3D shapes using their properties, using shapes to create and continue patterns.

Measures: comparing weight, length and capacity and having a go at measuring using non-standard units

<b>EXPRESSIVE ARTS AND DESIGN</b>		<b>UNDERSTANDING THE WORLD</b>
<p><b>Summer 1 – Once Upon a Time</b></p> <ul style="list-style-type: none"> <li>• <u>Miss Schafer’s Art lessons:</u></li> <li>• I can design a dragon.</li> <li>• I can make a model dragon using clay.</li> </ul> <p><b>Summer 2 – In my Magical Garden</b></p> <ul style="list-style-type: none"> <li>• <u>Miss Schafer’s Art lessons:</u></li> </ul> <p>Artist study – Claude Monet + make comparisons to other artists</p> <ul style="list-style-type: none"> <li>• Share a range of Monet paintings, which do we like best and why?</li> <li>• Use watercolours/oil pastels to create Monet-inspired art</li> <li>• Use pastels to create a still-life picture of a flower</li> <li>• Painting flowers using watercolour</li> <li>• Making close observational study of minibeasts</li> </ul> <p>Continue to develop a repertoire of <b>songs and rhymes</b> A focus on story telling skills and acting out our stories</p>	<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>• Festivals and customs including Eid</li> <li>• <i>(Core text Zog):</i> Who do we know who can help us? Talk about aspirations and different occupations: what do we want to be when we grow up?</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>• Seasonal Changes –How has the tree in our playground changed through autumn, winter, spring and summer.</li> <li>• Learn about the lifecycle of a butterfly (caterpillars in class)</li> <li>• <i>(Core texts: Superworm/Aaaarrgghh! Spider!)</i> Learning about minibeasts</li> <li>• Planting and growing plants in the classroom and playground garden</li> <li>• Visits to Forest School at Westbere Copse</li> <li>• <i>(Core texts: The Three Billy Goats Gruff)</i> Mountain goats – where do they live? What else can we find out? Bridges – how are they useful? Interesting bridges around the world. Can you build a bridge?</li> </ul> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Change – see PSED also. Our own history, how have we changed since Nursery, across the year and what are our hopes for Year 1.</li> <li>• Claude Monet – artist</li> </ul>	



