

Lees Primary School Curriculum Map Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	The Gingerbread Man What happens to the Gingerbread Man? Why can't the Gingerbread Man get wet?	Light and Dark What does nocturnal mean? Which animals are nocturnal? What can you tell me about owls?	Adventures in Space! What will happen to Space Dog? What shape is the Earth?	The Very Hungry Caterpillar and other Minibeasts Why are caterpillars so hungry? Where do insects live? How can we find them?	The Mysterious Egg What will hatch from the egg? Which animals lay eggs? What can you tell me about crocodiles? Do crocodiles visit the dentist?	Welcome to my house. What does your house look like? What are different houses like around the world? What makes a house special?
English Texts	The Gingerbread Man	This is Diwali Owl Babies Oscar and the Moth Moon Wow! It's Night Time The Nativity	Toys in Space Aliens Love Underpants The Way Back Home	The Very Hungry Caterpillar The Bad Tempered Ladybird Superworm! Various non-fiction reference books	The Odd Egg Alans Big Scary Teeth Solomon the Crocodile Dagobert goes to the Dentist Crocodile Hungry The Crocodile and The Dentist	The Jolly Post Man Red Riding Hood Three Little Pigs Jack and Beanstalk Goldilocks and the Three Bears Place Called Home If You Lived Here Home Dear Mr Blueberry Dragon Post The Birthday Invitation A Letter to Amy
Literacy	Reception: Phonics: Phase 2 'Little Wandles'	Phonics: Phonics: Phase 2 'Little Wandles'	Reception: Phonics: Phase 3 'Little Wandles'	Reception: Phonics: Phase 3 'Little Wandles'	Reception: Phonics: Phase 4 'Little Wandles'	Reception: Phonics: Phase 4 'Little Wandles'

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	<p>Begin to read and spell simple words - labels, captions.</p> <p>Fine motor development - dough disco .</p> <p>Pencil grip for writing - moving towards a tripod grasp.</p> <p>Individual reading.</p>	<p>Begin to read and spell simple words - labels, captions.</p> <p>Fine motor development - dough disco .</p> <p>Letter formation - phase 2 graphemes</p> <p>Group reading sessions.</p>	<p>Begin to read and write simple sentences with known GPCs.</p> <p>Letter formation - phase 3 graphemes</p> <p>Numerals 1-5</p>	<p>Begin to read and write simple sentences with known GPCs.</p> <p>Letter formation - phase 3 sounds</p> <p>Numerals 1-5</p>	<p>Read, write (reread to check) sentences with a widening selection of GPCs and tricky words.</p> <p>Write numbers 6-10 (+0)</p> <p>Write short sentences.</p>	<p>Read, write (reread to check) sentences with a widening selection of GPCs and tricky words.</p> <p>Write numbers 6-10 (+0)</p> <p>Write short sentences.</p>
Mathematics	WRM - Reception SoL	WRM - Reception SoL	WRM - Reception SoL	WRM - Reception SoL	WRM - Reception SoL	WRM - Reception SoL

Communication and Language	<p>Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing and speech and language interventions. Specific activities include: Show and tell. Story rich classroom. Daily poem/ rhyme. Role play areas and enhancements. Talk partners. Reading area to be filled with quality fiction, non-fiction and poetry books. New vocabulary to be introduced and displayed on the vocabulary wall.</p>					
		Introduce Show and Tell				
SCARF PSE - Weekly lessons	<p><u>Relationships</u></p> <p>Mutual Respect and Tolerance for those with other faiths and beliefs</p>	<p><u>Citizenship</u></p> <p>Democracy</p>	<p><u>Risk</u></p> <p>Rule of Law</p>	<p><u>Economic</u></p> <p>Virtues</p>	<p><u>Health</u></p> <p>Resilience</p>	<p><u>Identity</u></p> <p>Individual Liberty</p>
	<p><u>Building relationships</u></p> <p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> <p><u>Scarf- Me and My Relationships- Who can help me?</u></p>	<p><u>People, culture and communities</u></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><u>Scarf- Valuing Difference - I'm special, you're special Same and different</u></p>	<p><u>Past and present</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p><u>Scarf- Growing and Changing- Human life stages</u></p> <p><u>Self-regulation</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour</p>	<p><u>Past and present</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p><u>Scarf- Growing and Changing- Human life stages</u></p> <p><u>The natural world</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and</p>	<p><u>Managing Self</u></p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Scarf- Being My Best- Healthy eating My Healthy mind Move your body</u></p> <p>Be confident to try new</p>	<p><u>Identity</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><u>Scarf- Being My Best- Bouncing back when things go wrong</u></p> <p>Participate in small group, class and one-to-one</p>

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	<p><u>Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <i>Scarf- Me and My Relationships- My Feelings 1 and 2</i></p> <p><u>Managing Self</u> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps <i>Scarf- Valuing Difference- Same and different families Same and different homes</i></p>	<p>accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <i>Scarf- Keeping Myself Safe- Listening to my feelings</i></p> <p><u>Managing self</u> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>plants. <i>Scarf- Growing and Changing- Human life stages</i> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <i>Scarf- Rights and Respect- Caring for our world</i> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter <i>Scarf- Growing and Changing- Seasons Attributes- Honesty.</i></p>	<p>activities and show independence, resilience and perseverance in the face of challenge. <u>Self-regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Building Relationships</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>	<p>discussions, offering their own ideas, using recently introduced vocabulary. <i>Scarf- Being My Best- Yes, I Can!</i> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
Personal, Social and Emotional	<p>All areas of PSED permeate the ethos in our environment all day, every day. Adults model, encourage and where necessary, teach, all objectives all of the time. SCARF will be taught discretely and as focus sessions in small groups.</p>					
	<ul style="list-style-type: none"> - Visits from local PCSO - bonfire night, road safety, e-safety - Regular discussion about healthy eating, exercise, tooth brushing including enhancement activities in provision through role play etc. - Children are 'buddied' with year 6. - Continuous opportunities to share and listen to opinions and feeling, introducing and consolidating the vocabulary to enable this. - Regular opportunities to share and celebrate achievements. - Children's work is highly valued and is displayed throughout the environment. 					

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Physical Development	Gross motor skills are taught through weekly PE lessons and also through daily engagement with the continuous provision.					
	Fine motor skills will be taught as part of phonics/literacy/handwriting and through dough disco and squiggle while you wiggle as well as through engagement with the continuous provision.					
	Reception: Gross motor skills (Multiskills): Combine different movements with ease and fluency.	Reception: Gross motor skills (Multiskills): Revise and refine fundamental movement skills they have already acquired.	Reception: Gross motor skills (Ball skills): Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Reception: Gross motor skills (Dance): Progress towards a more fluent style of moving, with developing control and grace.	Reception: Gross motor skills (Gymnastics): Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.	Reception: Gross motor skills (Ball skills): Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

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Understanding the World	<p>Link to seasons (Autumn) (natural world)</p> <p>Explore the natural world around them. Describe what they see, hear, feel, smell whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Link to seasons (Autumn and Winter)</p> <p>Explore the natural world around them. Describe what they see, hear, feel, smell whilst outside.</p> <p>Understand that some places are special to members of the community (visit to Church for Remembrance and looking at temples during Diwali celebrations)</p>	<p>Talk about members of their immediate family and community (link with PSE).</p> <p>Comment on images of familiar situations in past.</p> <p>Recognise some environments that are different to one they live in – look at the Earth from space, how can we travel to different parts of the globe? What will change? – weather, culture, plants, animals?</p>	<p>Name and describe people who are familiar to them (link with PSE).</p> <p>Plant seeds and care for growing plants. Understand the key features of the life-cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and living things.</p> <p>Opportunity to observe and look after caterpillars as the transform into butterflies.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of the community (link to Eid)</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos – animal homes and environments.</p>	<p>Link to seasons (Summer)</p> <p>Explore the natural world around them. Describe what they see, hear, feel, smell whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Draw information from a simple map – mapping houses in traditional tales.</p>
Expressive Arts and Design	<p>Music (involving singing, pitch, melody, musical engagement and performance, moving to music and expressing feelings and responses) is taught every day through sharing rhymes and songs. Children are given regular opportunities to perform, experience different forms of expression and give their thoughts and feelings. Children are given regular opportunities to learn how to use and look after instruments.</p>					

	<p>The high-quality continuous provision (including home corner, dress-up, creative area, open-ended loose parts) provide constant opportunities for children to develop storylines in their play, explore, use and refine a variety of artistic effects and to build on previous learning.</p>					
	<p>Sculpture: the children will explore how to create hedgehog sculptures using clay. They will use different skills including: pulling, nipping, stretching.</p>		<p>Painting: the children will explore different painting techniques and how to mix colours.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses (link to PE unit on dance)</p>	<p>Nursery: create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail.</p>	<p>Nursery: join different materials and explore different textures.</p>

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Special Celebrations		Bonfire Night 5 th November Diwali 4 th November Hanukkah 28 th November - 6 th December Christmas	Chinese New Year 1 st February	World Book Day 3 rd March Holi Festival 18 th March Easter	Ramadan Eid Ul Fitr 3 rd -4 th May	
Trips/Visitors/Experiences		Owls to visit School		Caterpillars to Butterflies	Eggs to Hatch	Nel Bank Trip Liking to animal homes, habitats and looking after the environment.