



Lynch Hill Primary Academy Curriculum Map for Reception

For subject overviews and 'I can statement', please visit our website or click on the weblink:

<https://www.lhsprimaryacademy.org.uk/curriculum/subject-overviews>

This is subject to change depending on children's needs and interests.

Areas of Learning	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Themes and Topics	All about me -families - favourite food -houses and homes -Harvest	In the dark -Celebrations -Autumn -Nocturnal animals	Save our planet -Polar regions -Under the sea -Climate change	Our planet and beyond. -Dinosaurs -Outer space -Easter -Spring	New life -Growing -Life cycles -Minibeasts -Traditional tales	Moving on -Farm - Summer - travelling and transport -Transition to Year One
Key Texts Including A range of non-fiction books to support teaching and learning across	Topsy and Tim go to school, Twinkl – Jake's first day at school. Once there were Giants. The great big book of families (non fiction) Our class is a family. Every house on every street Oliver's Vegetables. Growing vegetable soup Little red hen	Rama and Sita, Room on the broom Sparks in the sky. Leaf man, Owl Babies, Night animals, The Gruffalo, We're Going on a Leaf Hunt, The Nativity Story, Stick man, The Gruffalo's Child, Don't hog the hedge. Jolly Christmas Postman	Lost and Found, The Polar Regions (Non-fiction text) The Polar bear & the snow cloud The Bear Report. Commotion in the ocean Tiddler Rainbow fish See under the Sea (non-fiction) Somebody swallowed Stanley.	Creatures features Dinosaurs (non-fiction) What if you had dinosaur teeth On the moon (non-fiction) Here come the aliens. Aliens in underpants save the world The Spring Book (non-fiction) Were going on an egg hunt Mr Wolf's pancakes	The Very Hungry Caterpillar, Mad about Minibeasts, Superworm Teeny weeny tadpoles, How does a frog grow (non-fiction) The Enormous Turnip. Jack and the Beanstalk,	The Three Little Pigs The Three Billy Goats Gruff Farmer Duck A squash and a squeeze The hundred Decker bus Mr Gumpys outing Mr Bear's holiday Year One transition book

We Aim High, Work Hard, Care Deeply



Lynch Hill Primary Academy Curriculum Map for Reception

Communication & Language	To use social phrases such 'Good morning, how are you?'	To learn rhymes, poems and songs	To be able to use new vocabulary in different contexts	To be able to ask questions to find out more and to check they understand what has been said to them.	To be able to retell the story, developing a deep familiarity with the text, sometimes using their words or repeated refrains	To be able to listen attentively and respond to what they hear with relevant questions, comments and actions
Listening attention and understanding.	To understand how to listen carefully and know why listening is important.	To engage in story times	To be able to connect one idea or action to another using a range of connectives.	Can listen to and talk about selected non-fiction text to develop a deep familiarity with new knowledge and vocabulary.	To be able to offer explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems	Can express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses
Speaking	To talk about things that are important to them.	To be able to describe events in some detail	Engages in non-fiction books	Can articulate their ideas and thoughts in well-formed sentences.		
	To listen carefully to rhymes and songs, paying attention to how they sound.	To learn new words and use them through the day	Use talk to help work out problems and organise thinking or activities to explain how things work and why they might happen.			



Lynch Hill Primary Academy Curriculum Map for Reception

<p>PSED</p> <p>Self regulation</p> <p>Managing self</p> <p>Building relationships</p>	To see themselves as valuable individuals.	Recognise that people belong to different communities and social groups	To show an increasing resilience and perseverance in the face of challenge.	Has a clear idea about what they want to do in play and how to go about it.	To be able to explain reasons for rules, knowing right from wrong and behave accordingly	Is confident to try new activities and show independence, resilience and preserve in the face of challenge
	To enjoy playing alone, alongside and with others	To be able to build constructive and respectful relationships	Identify and moderate their own feelings socially and emotionally.	Can think about the perspective of others	To be able to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;	Can give focused attentions to what the adult says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions
	To know there are appropriate ways of being assertive.	Expresses own feelings and considers the feelings of others	Understand the importance of good hygiene practices such as tooth brushing.	Can work and play cooperatively and take turns with others;	To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;	Can manage their basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	To talk to others to solve conflicts.	To be able to manage their own needs: dressing and undressing.	To know and talk about the importance of healthy food choices that support their overall health and wellbeing.	Is developing an awareness of being a safe pedestrian	To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Understands and talk about the importance of being a safe pedestrian.
	To be able to manage their own basic needs such as toileting, hand washing.	Developing the understanding of healthy practices such as sleep and sensible amounts of 'screen time'				



Lynch Hill Primary Academy Curriculum Map for Reception

Physical Development						
Gross motor	To experiment with different ways of moving, testing out ideas and adapting movements to reduce risk.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group	To show interest in developing a range of ball skills.	Can show increasing control over an object in pushing, patting, throwing, catching or kicking it.	Developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.	Can demonstrate strength, balance and coordination when playing
Fine motor	Be willing to participate in PE lessons and to develop overall body-strength, co-ordination, balance and agility. To develop the skills needed to manage the school day, such as lining/queuing up, meal times and basic hygiene (refer to PSED) To show a preference for a dominate hand.	To manipulate a range of tools and equipment in one hand. Tools include paint brushes, scissors, hair brushes, scarves and ribbons, knives, spoons and forks. Developing the skills to hold a pencil with an effective grip	To show an understanding of how to transport and store equipment safely To be able to hold a pencil with an effective grip and can form some recognisable letters.	Can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed	To be able to negotiate space and obstacles safely, with consideration for themselves and others; To be able to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Is able to move energetically such as running, jumping, dancing, hopping, skipping and climbing Can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Can show accuracy and care when drawing.



Lynch Hill Primary Academy Curriculum Map for Reception

<p>Literacy</p> <p>Comprehension</p> <p>Word reading (Read Write Inc)</p> <p>Writing</p>	<p>To engage in extended conversations about stories.</p> <p>To read up to 16 + individual letters by saying the sounds for them.</p> <p>To give meaning to marks made, while drawing, writing, painting and typing using a keyboard or touch screen technology.</p>	<p>Reading all individual Set 1 letter by saying the sounds for them</p> <p>Blending sounds into words orally</p> <p>To be able to attempt to write own name or other names using a combination of lines, circles and curves, or letter type shapes.</p>	<p>Demonstrate understanding of short stories that are read to me.</p> <p>To confidently read all Set 1 letters including diagraphs by saying the sounds for them.</p> <p>Blend sounds to read words and begin to read short ditty stories</p> <p>To be able to write my name recognisably, using a capital letter and then lower-case letters.</p> <p>To attempt to spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>To able to discuss stories or information that has been read to them or that they have read themself.</p> <p>To be able to read a few common exception words such as, I, the,</p> <p>To be able to read Red Story books</p> <p>To be able to use their phonic knowledge to write simple CVC words such as dad, mat, tip using recognisable letters, most of which are correctly formed.</p> <p>To attempt to use their phonic knowledge to write short sentences/phrases which include a capital letter and a full stop.</p>	<p>To be able to anticipate – where appropriate – key events in stories;</p> <p>To be able to read some Set 2 letters by saying the sounds for them.</p> <p>To be able to read Green story books</p> <p>To re-read books to build up thier confidence in word reading, fluency, understanding and enjoyment.</p> <p>To use their phonic knowledge to write things such as labels, captions.</p> <p>To be able to write simple phrases and sentences that can be read by others.</p>	<p>Can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Can read aloud simple sentences that are consistent with their phonic knowledge including some common exception words</p> <p>Can read purple/pink story books.</p> <p>Can use their phonic knowledge to write simple sentences, which includes consistent use of finger spaces and sometimes capital letter and full stops.</p>
---	--	--	---	---	---	---



**Lynch Hill Primary Academy
Curriculum Map for Reception**

Mathematics	<p>Getting to know you Just like me To be able to match and sort.</p> <p>To make comparisons of size, length and height.</p> <p>To continue, copy and create repeating patterns.</p>	<p>It's me 1,2,3! Light and dark I can begin to understand the composition of 1,2,3,4,5.</p> <p>To be able to compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Exploring how to use a five frame.</p> <p>Exploring number bonds to 5</p> <p>To be able to understand positional language.</p> <p>Understanding one more or one less.</p> <p>To be able to explore measure and time.</p>	<p>Alive and 5! Growing 6, 7, 8! Compare numbers to 5.</p> <p>Understand one less.</p> <p>Understand composition up to 8.</p> <p>To be able to make pairs.</p> <p>Begin to combine two groups.</p> <p>Begin to explore the part-whole model.</p> <p>Explore measuring length and height.</p> <p>Begin to use time-related vocabulary.</p>	<p>Building 9 and 10. To be able to compare numbers to 10.</p> <p>To explore number bonds to 10.</p> <p>To be able to count back from 10.</p> <p>To explore a ten frame.</p> <p>To explore 3D shapes.</p>	<p>Find my pattern On the move To begin to explore doubling, sharing and grouping.</p> <p>To explore odd and even.</p> <p>To begin to find half and make equal groups.</p> <p>To 20 and beyond. To be able to count beyond 10 and explore number patterns to 20.</p> <p>To explore subtraction</p>	<p>To 20 and beyond. First, then, now. Can begin to estimate.</p> <p>Can select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Can begin to explore tangrams.</p> <p>Can explore word problems using first, then, now.</p> <p>Can explore maps.</p>
--------------------	--	---	---	--	---	---



**Lynch Hill Primary Academy
Curriculum Map for Reception**

<p>Understanding the World</p> <p>Past and present</p> <p>People culture and communities</p> <p>The natural world.</p>	<p>To name and describe people who are familiar.</p> <p>To talk about immediate family members and the community.</p>	<p>Understanding that some places are special to members of their community.</p> <p>To be able to recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To begin to understand the effect of changing seasons on the natural world around us.</p> <p>To explore the natural world around us.</p> <p>To be able to describe what can be seen, heard and felt whilst outside.</p>	<p>To recognise some environments are different to the one in which they live in.</p> <p>To recognise some similarities and differences between life in this country and life in other countries.</p> <p>Begin to understand the effect their behaviour can have on the environment.</p> <p>To be able to draw information from a simple map</p>	<p>To begin to understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>To understand that some places are special to members of their community.</p> <p>To understand the effect of changing seasons on the natural world around me.</p> <p>To comment on images of familiar situations in the past</p> <p>To 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.</p>	<p>To explore the natural world around me, making observations and drawing pictures of animals and plants</p> <p>To 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>To be able to describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>	<p>Understands the past through settings, characters and events encountered in books read in class and story-telling.</p> <p>Can explain differences in life in this country and life in other countries drawing on knowledge from stories and non-fiction texts.</p> <p>Knows some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
---	---	--	--	--	---	--

We Aim High, Work Hard, Care Deeply



Lynch Hill Primary Academy Curriculum Map for Reception

<p>Expressive Arts and Design</p> <p>Creating with materials.</p> <p>Being imaginative and expressive.</p>	<p>To play alongside others who are engaged in the same thing.</p> <p>To enjoy joining in with moving, dancing and ring games.</p> <p>To be able to draw with increasing complexity and detail such as representing a face with a circle including details.</p>	<p>To watch and talk about dance and performance art, (nursery performance)</p> <p>To be able to sing in a group or by themselves, increasingly matching the pitch and following the melody.</p> <p>To continue to explore colour and how colours can be changed.</p>	<p>To be able to develop storylines in pretend play.</p> <p>Enjoy exploring and engaging in music making and dance, performing solo or in groups.</p> <p>Begin to create for a purpose using a range of materials and tools.</p>	<p>To be able to sing a range of well-known nursery rhymes and songs</p> <p>To explore and engage in music making and dance, performing solo or in groups.</p> <p>To think and discuss what they want to make.</p> <p>To be able to build on prior skills and begin to reflect on how the aim was reached.</p>	<p>To be able to perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p> <p>To be able to create collaboratively, sharing ideas, resources and skills.</p>	<p>Can make use of props and materials when role playing characters in narratives and stories.</p> <p>Is able to invent, adapt and recount narrative and stories with my peers and teacher.</p>
<p>PSHE Jigsaw</p>	<p>Being Me</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>
<p>RE Discovery</p>	<p>What makes people special?</p> <p>Christianity and Judaism.</p>	<p>What is Christmas?</p> <p>Christianity</p>	<p>How do people celebrate?</p> <p>Hinduism</p>	<p>What is Easter?</p> <p>Christianity</p>	<p>What makes places special?</p> <p>Christianity, Islam and Judaism</p>	<p>What can we learn from stories?</p> <p>Christianity, Islam, Hinduism and Sikhism</p>



Lynch Hill Primary Academy Curriculum Map for Reception

Possible Trips, Presentations & Events	Exploring our school environment. Visit/visitor from local church- Harvest.	Bluebell woods - Autumn walk Visit/visitor from local temple- Diwali Carol Concert Visit/visitor from local church- Christmas Visit to post box	Visit from the dental hygienist	Bluebell Woods – Spring walk Visit to local library	Visit/visitor from local Gudwara – Vaisakhi Visit/visitor local Mosque- Ramadan & Eid	Bucklebury Farm Bus ride Prize day
---	--	---	---------------------------------	--	--	--