



Lynch Hill Primary Academy Curriculum Map for Reception

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 and traditions -Autumn -Nocturnal animals	Save our planet -Winter -Polar regions -Chinese New Year -Climate change -Internet safety day -Mental Health Week	Our planet and beyond. -Dinosaurs -Outer space -Spring -Celebrations and festivals	New life -Spring -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	Colour Monster goes to school All are welcome Once there were Giants. The great big book of families (non fiction) Our class is a family. 3 Little pigs. Little red hen, The Gruffalo,	Rama and Sita, The Poppy story, Leaf man, Night animals, Don't hog the hedge The Nativity Story,	After the storm, Lost and Found, The Polar Regions (Non-fiction text) The Bear Report, Somebody swallowed Stanley, Chinese new Year The great Race Penguin pig	Creatures features Dinosaurs (non-fiction) On the moon (non-fiction) 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, 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 The hundred Decker bus Mr Gumpy's outing Year One transition book

We Aim High, Work Hard, Care Deeply



Lynch Hill Primary Academy Curriculum Map for Reception

<p>Communication & Language</p> <p>Listening attention and understanding.</p> <p>Speaking</p>	<p>Understand a question or instruction that has two parts.</p> <p>Understand 'why' questions</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use longer sentences of four to six words.</p> <p>Talk about things that are important to them.</p>	<p>To understand how to listen carefully and know why listening is important.</p> <p>To listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>To learn rhymes, poems and songs</p> <p>To engage in story times.</p> <p>Develop social phrases</p> <p>To be able to describe events in some detail</p> <p>To learn new words and use them through the day</p>	<p>To be able to use new vocabulary in different contexts</p> <p>To be able to connect one idea or action to another using a range of connectives.</p> <p>Engages in non-fiction books</p> <p>Use talk to help work out problems and organise thinking or activities to explain how things work and why they might happen.</p>	<p>To be able to ask questions to find out more and to check they understand what has been said to them.</p> <p>Can listen to and talk about selected non-fiction text to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Can articulate their ideas and thoughts in well-formed sentences.</p>	<p>To be able to retell the story, developing a deep familiarity with the text, sometimes using their words or repeated refrains</p> <p>To be able to offer explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems</p>	<p>To be able to listen attentively and respond to what they hear with relevant questions, comments and actions</p> <p>Can express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses</p>
--	--	---	--	--	---	--



Lynch Hill Primary Academy Curriculum Map for Reception

<p>PSED Self-regulation</p> <p>Managing self</p> <p>Building relationships</p>	<p>To see themselves as valuable individuals.</p> <p>To know there are appropriate ways of being assertive.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>To be able to manage their own basic needs such as toileting, hand washing.</p> <p>Increasingly follow the rules understanding why they are important.</p> <p>To enjoy playing alone, alongside and with others</p> <p>Find solutions to conflicts and rivalries.</p>	<p>Recognise that people belong to different communities and social groups</p> <p>Expresses own feelings and considers the feelings of others</p> <p>To be able to manage their own needs: dressing and undressing.</p> <p>Developing the understanding of healthy practices such as sleep and sensible amounts of 'screen time'</p> <p>To begin building constructive and respectful relationships</p>	<p>To show an increasing resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>To be able to build constructive and respectful relationships</p> <p>To begin talking about the importance of healthy food choices that support their overall health and wellbeing.</p>	<p>Has a clear idea about what they want to do in play and how to go about it.</p> <p>Can think about the perspective of others</p> <p>Can work and play cooperatively and take turns with others;</p> <p>To know and talk about the importance of healthy food choices that support their overall health and wellbeing.</p> <p>Is developing an awareness of being a safe pedestrian</p> <p>Understand the importance of good hygiene practices such as tooth brushing.</p>	<p>To be able to explain reasons for rules, knowing right from wrong and behave accordingly</p> <p>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;</p> <p>To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>Is confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>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</p> <p>Can manage their basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Understands and talk about the importance of being a safe pedestrian.</p>
---	--	---	---	--	--	--



Lynch Hill Primary Academy Curriculum Map for Reception

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



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>Develop phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound</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 letters 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>To attempt to spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Demonstrate understanding of short stories that are read to me.</p> <p>To confidently read all Set 1 letters and begin to read some 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 their name recognisably, using a capital letter and then lower-case letters.</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 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 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 their 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

<p>Mathematics</p> <p>Number</p> <p>Numerical pattern</p>	<p>Getting to know you Just like me</p> <p>To be able to match and sort.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (subitising).</p> <p>Show finger numbers up to 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Extend and create ABAB patterns. Notice and correct and error in a repeating pattern.</p>	<p>It's me 1,2,3! Light and dark</p> <p>Begin to understand the composition of 1,2,3,4,5.</p> <p>To begin 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>Begin 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</p>	<p>Alive and 5! Growing 6, 7, 8!</p> <p>Compare numbers to 5.</p> <p>Understand one less.</p> <p>Begin to 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.</p> <p>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</p> <p>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.</p> <p>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**

		measure and time.				
--	--	-------------------	--	--	--	--



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>Begin 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 theme.</p> <p>To enjoy joining in with moving, dancing and ring games.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</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>



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

RE Discovery	<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>Celebrations in different cultures and worldviews (New Years)</p> <p>Sanatana Dharma - Holi</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>
Possible Trips, Presentations & Events	<p>Exploring our school environment.</p> <p>Bluebell woods - Autumn walk</p> <p>Visit/visitor from local church- Harvest.</p>	<p>Visit/visitor from local temple- Diwali</p> <p>Carol Concert</p> <p>Visit/visitor from local church- Christmas</p> <p>Visit to post box</p>	<p>Learning presentation</p>	<p>Visit from the dental hygienist</p> <p>Bluebell Woods – Spring walk</p> <p>Visitor from local library</p>	<p>Visit/visitor from local Gudwara – Vaisakhi</p> <p>Visit/visitor local Mosque- Ramadan & Eid</p> <p>Visit/visitor local synagogue</p>	<p>Odd’s Farm</p> <p>Bus ride</p> <p>Prize day</p>