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** Who am I and how have I changed? - Families - Houses and Homes - Harvest -Autumn	**In the dark** What happens when it gets dark? -Celebrations and Traditions - Autumn - Nocturnal Animals	**Our Planet and Beyond** What is it like beyond our home? - Winter - Polar Regions - Lunar New Year - Outer Space - Internet safety day	**Save Our Planet** How can small actions make a big difference? - Under the Sea - Climate Change - Spring - People who help us - Celebrations and Traditions	**New Life** How do things grow and change? - Celebrations and Festivals - Spring - Growing - Life cycles - Minibeasts - Traditional Tales - Diversity week - Mental Health Week	**Moving On** Where next? - Traditional Tales -International picnic day - Farm - Summer - Celebrations and Traditions -Transport - Transition to Year One
Key Texts **Including** A range of non-fiction books to support teaching and learning across the curriculum	➢ 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 ➢ Is it Hanukkah yet? ➢ Santa is coming to Slough ➢ The Nativity Story	➢ Here Comes Jack Frost ➢ The Polar Regions (Non-fiction text) ➢ Where Is Home Little Pip? ➢ Chinese New Year – The Great Race ➢ On the Moon (non-fiction) ➢ Here Come the Aliens ➢ Penguin Pig	➢ Somebody Swallowed Stanley ➢ The Spring Book (non-fiction) ➢ Holi ➢ My first Ramadan ➢ Zog ➢ We're Going on an Egg Hunt ➢ Mr Wolf's Pancakes	➢ Happy St Patricks day from the crayons ➢ The Very Hungry Caterpillar ➢ Superworm ➢ The Bear and the Bee ➢ Are you a bee? (non-fiction) ➢ The Enormous Turnip ➢ Jack and the Beanstalk	➢ The Three Billy Goats Gruff ➢ Farmer Duck ➢ Goldilocks and the three bears ➢ Mr Gumpy's Outing ➢ 100 Decker bus ➢ Year One Transition Book

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

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PSED Self-regulation Managing self Building relationships	**Self-regulation:** • See themselves as valuable individuals • Know there are appropriate ways of being assertive • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' **Managing self:** • Be able to manage their own basic needs, such as toileting and hand washing • Follow the rules understanding why they are important **Building relationships:** • Enjoy playing alone, alongside and with others • Find solutions to conflicts and rivalries.	**Self-regulation:** • Recognise that people belong to different communities and social groups • Express their own feelings and consider the feelings of others **Managing self:** • Be able to manage their own needs, such as dressing and undressing • Developing the understanding of healthy practices such as sleep and sensible amounts of 'screen time' **Building relationships:** • To begin building constructive and respectful relationships • Recognise that people belong to different communities and social groups	**Self-regulation:** • Identify and moderate their own feelings socially and emotionally **Managing self:** • Show increasing resilience and perseverance in the face of challenge • Begin talking about the importance of healthy food choices that support their overall health and wellbeing **Building relationships:** • Be able to build constructive and respectful relationships	**Self-regulation:** • Have a clear idea about what they want to do in play and how to go about it • Can think about the perspective of others **Managing self:** • 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 • Understand the importance of good hygiene practices, such as tooth brushing **Building relationships:** • Can work and play cooperatively and take turns with others	**Self-regulation:** • Be able to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. **Managing self:** • Be able to explain reasons for rules, knowing right from wrong and behave accordingly	**Self-regulation:** • Shows confidence, independence, resilience and perseverance when trying new activities. • Gives focused attention to adult instructions and responds appropriately, even while engaged in an activity. • Show an ability to follow instructions involving several ideas or actions **Managing self:** • Can manage their basic hygiene and personal needs • Understanding the importance of healthy food choices. • Understands and talks about the importance of being a safe pedestrian

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

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Literacy Comprehension Word reading (Read Write Inc) Writing	**Comprehension** • Engage in conversations about stories • Develop phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound **Word reading (Read Write Inc):** • To read up to 16+ individual letters by saying their sound **Writing:** • To give meaning to marks made, while drawing, writing, painting and typing.	**Comprehension:** • Engage in extended conversations about stories and rhymes, such as main characters. **Word reading (Read Write Inc):** • Reading all individual Set 1 letters by saying the sounds for them • Blending sounds into words orally **Writing:** • To be able to attempt to write their own name or other names using a combination of lines, circles and curves, or letter type shapes • Use some of their print and letter knowledge in their early writing, such as 'm' for mummy	**Comprehension:** • Demonstrate an understanding of short stories that are read to them **Word reading (Read Write Inc):** • Confidently read all Set 1 letters and begin to read some diagraphs by saying the sounds for them • Blend sounds to read words and begin to read short ditty stories **Writing:** • To be able to write their name recognisably, using a capital letter and then lower-case letters. • To attempt to use their phonic knowledge to write simple CVC words such as dad, mat, tip using recognisable letters, most of which are correctly formed.	**Comprehension:** • Discuss stories or information that has been read to them or that they have read themself **Word reading (Read Write Inc):** • Able to read a few common exception words such as, I and the. • To be able to read Red Story books **Writing:** • To be able to use their phonic knowledge to write CVC words • To attempt to use their phonic knowledge to write short sentences/phrases which sometimes include finger spaces. • To attempt spelling common exception words such as I, the, and to.	**Comprehension:** • Be able to anticipate (where appropriate) key events in stories **Word reading (Read Write Inc):** • To be able to read some Set 2 letters by saying the sounds • To be able to read green story books • To re-read books to build up their confidence in word reading, fluency, understanding and enjoyment **Writing:** • To use their phonic knowledge to write things such as labels and captions • Write simple phrases and sentences that can be read by others • Includes common exception words in their writing	**Comprehension:** • Can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play **Word reading (Read Write Inc):** • Can read aloud simple sentences that are consistent with their phonic knowledge including some common exception words • To be able to read purple/pink story books **Writing:** • Uses phonic knowledge to write simple sentences with finger spaces and some capitals and full stops.

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Mathematics Number Numerical pattern Shape, space and measure _____ Number and Numerical Patterns is based on the NCETM *Mastering Number* programme.	**Number:** • Subitise within 3 using objects and sounds • Count with understanding of order and quantity • Explore composition of numbers, including 3 and 4 • Recognise numbers as groups of ones **Numerical pattern:** • Explore how all numbers are made of 1s • Begin to compare groups using 'more' and 'fewer'	**Number:** • Count objects accurately and match numerals to quantities within 10 • Explore the composition of numbers through whole-part relationships, including 3, 4 and 5. **Numerical pattern:** • Recognise the structure of 5 using familiar patterns (e.g. one hand and die patterns) • Count verbally beyond 20 • Compare sets and quantities using the language of 'more than', 'fewer than' and 'equal to'	**Number:** • Subitise within 5 • Match numerals to quantities within 5 • Focus on 6 and 7 as '5 and a bit' • Compare sets using the language of more than, fewer than and equal to • Make unequal sets equal **Numerical pattern:** • Recognise die patterns within 5 • Count with understanding of ordinality and the 'staircase' pattern • See that each number is one more than the previous number	**Number:** • Focus on 7 • Use the language of less than Doubles: explore how some numbers can be made from 2 equal parts • Sort numbers according to attributes: odd and even **Numerical pattern:** • Recognise and order numbers within the 'staircase' pattern to 8 • Show a continuing understanding that numbers follow a sequence when ordered.	**Number:** • Count larger sets and quantities that cannot be seen • Subitise to 6, including structured arrangements • Continue to explore composition of numbers as '5 and a bit' • Explore composition of 10 **Numerical pattern:** • Comparison linked to ordinality • Play track games (exploring number order, sequencing and patterns)	**Number:** • develop conceptual subitising skills including when using a rekenrek • Explore number bonds and composition to 10 • Compare quantities **Numerical pattern:** • Continue and create number sequences (e.g., counting in twos, fives, and tens) • Can begin to estimate.

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Mathematics Shape, Space and Measure is taken from White Rose. NCETM Shape, Space and Measure materials will be introduced gradually, and the curriculum map will be updated as new resources become available.	**Shape, space and measure:** • Explore and compare sizes, lengths, and weights of objects using simple language • Sort and match objects by shape, size, and colour • Begin to use positional language	**Shape, space and measure:** • Identify common 2D shapes (circle, triangle) • Explore positional language further (e.g. beside, behind). • Identify and create simple repeating patterns (e.g. ABAB)	**Shape, space and measure:** • Identify common 2D shapes (4 sided shapes: rectangle, square) • Explore simple time concepts (day/night, morning/evening) • Compare weights using words like heavier and lighter	**Shape, space and measure:** • Describe capacity (full, empty, half full) • Compare capacity • Explore balance scales to find a balance. • Compare and order objects by length and height (standard/non-standard measuring).	**Shape, space and measure:** • Explore time concepts (days of the week) • Understand time can be measured using clocks, stop watches, timers etc • Recognise and describe properties of 3D shapes • Explore 2D shapes within 3D shapes • Identify and create more complex patterns. • Create movement patterns	**Shape, space and measure:** • Can select, rotate, and manipulate shapes in order to develop spatial reasoning skills • Can explore maps • Create own maps or familiar places • Create maps from stories • Use positional language. • Compare distances (e.g. further, nearer)

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Understanding the World Past and present People, culture and communities The natural world.	**People, cultures & communities:** • Name and describe people who are familiar • Talk about immediate family members and the community	**People, cultures and communities:** • Understanding that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times in different ways. **The Natural World:** • Begin to understand the effect of changing seasons on the natural world around us • Explore the natural world around us • Describe what can be seen, heard and felt whilst outside	**People, cultures and communities:** • Recognise some similarities and differences between life in this country and life in other countries • Begin to understand the effect their behaviour can have on the environment • Begin to draw information from a simple map **The Natural World:** • Recognise some environments are different to the one in which we live in	**Past and Present:** • Begin to understand the past through settings, characters and events encountered in books read in class and storytelling • Comment on images of familiar situations in the past **People, cultures & communities:** • Understand that some places are special to members of their community **The Natural World:** • Understand the effect of changing seasons on the natural world around me • To know some similarities and differences between the natural world around them and contrasting	**People, cultures and communities:** • 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 • Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps **The Natural World:** • Explore the natural world, making observations and drawing pictures of animals and plants	**Past and Present:** • Understand the past through settings, characters and events encountered in books read in class and storytelling • Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class **People, cultures & communities:** • Can explain differences of life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts. **The Natural World:** • Understand some important processes and changes in the natural world

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				environments, drawing on their experiences and what has been read in class		around them, including the seasons and changing states of matter
Expressive Arts and Design Being imaginative and expressive. Creating with materials.	**Being imaginative and expressive:** • To begin to play alongside others who are engaged in the same theme • To enjoy joining in with moving, dancing and ring games **Creating with materials:** • Explore different materials freely to develop ideas about how to use them and what to make • Draw with increasing complexity and detail such as representing a face with a circle including details	**Being imaginative and expressive:** • To watch and talk about dance and performance art, (Nursery performance) • Sing in a group or by themselves, matching the pitch and following the melody • Listen attentively, move to and talk about music, expressing their feelings and responses **Creating with materials:** • Continue to explore colour and how colours can be changed	**Being imaginative and expressive:** • Develop storylines in pretend play • Enjoy exploring and engaging in music making and dance, performing solo or in groups. **Creating with materials:** • Begin to create for a purpose using a range of materials and tools	**Being imaginative and expressive:** • Sing a range of well-known nursery rhymes and songs • Explore and engage in music making and dance, performing solo or in groups • Discuss what they want to make • Build on prior skills and begin to reflect on how the aim was reached **Creating with materials:** • To create for a purpose using a range of materials and tools	**Being imaginative and expressive:** • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music **Creating with materials:** • To be able to create collaboratively, sharing ideas, resources and skills	**Being imaginative and expressive:** • Invent, adapt and recount narrative and stories with a peers or teacher **Creating with materials:** • Can make use of props and materials when role playing characters in narratives and stories

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Kapow Art and Design Design and Technology	**Art and Design:** Drawing marvellous marks **Design and Technology:** Structures: Junk Modelling	**Art and Design:** Painting and mixed media – Paint my world. **Design and Technology:** Cooking and nutrition: Soup	**Design and Technology:** Textiles: Bookmarks	**Art and Design:** Sculpture and 3D: Creation Station	**Art and Design:** Craft and Design: Let's get crafty	**Design and Technology:** Structures: Boats
PSHE Jigsaw	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE Discovery	Christianity and Judaism What makes people special?	Christianity What is Christmas?	How do people celebrate? Celebrations in different cultures and worldviews (New Years) Sanatana Dharma -Holi	Christianity What is Easter?	Christianity, Islam and Judaism What makes places special?	Christianity, Islam, Hinduism and Sikhism What can we learn from stories?
Possible Trips, Presentations & Events	Exploring our School Environment Visit/Visitor from local church for Harvest Bluebell Woods - Autumn walk	Visit/Visitor from Local Temple for Diwali Visit from Pudsey Bear – (Children in Need) Christmas performance Visit/Visitor from local Church- Christmas Visit to local Post Box	Learning Presentation Visit from the Dental Hygienist	Bluebell Woods – Spring Walk Visitor from local Library Red Nose Day – (Comic Relief)	Visit/Visitor from local Gurdwara – Vaisakhi Visit/Visitor local Mosque- Ramadan & Eid Taking care of Caterpillars	Visit/Visitor from local Synagogue - Passover Teddy Bear's Picnic Odd's Farm Park Trip Prize day/Graduation

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<table>
<tr><td rowspan="2">British Values</td><td>Democracy
- Share opinions about themselves, families, and interests.
Rule of Law
- Establish classroom rules and routines.
Individual liberty
Celebrate individuality, families, and personal identities.
Mutual Respect
-Respect different families, homes, and experiences.
Tolerance of Different Faiths and Beliefs:
-Explore diverse families and communities.</td><td>Democracy
-Vote for favourite celebrations, stories, or activities
Rule of Law
-Discuss safety around fireworks, candles, and dark nights.
Individual liberty
-Explore different traditions and ways of celebrating.
Mutual respect
-Learn about and respect different celebrations and traditions.
Tolerance of Different Faiths and Beliefs:
-Learn about festivals and celebrations from different cultures and faiths.</td><td>Democracy
-Contribute ideas about keeping safe online.
Rule of Law
-Learn rules for internet safety.
Individual liberty
-Make safe choices online and in daily life
Mutual Respect
Respect different cultures through learning about New Year traditions and celebrations.
Tolerance of Different Faiths and Beliefs:
-Explore New Year customs from around the world.</td><td>Democracy
-Decide on ways to care for the environment.
Rule of Law
-Understand rules for protecting wildlife and the environment
Individual liberty
-Take responsibility for caring for their environment.
Mutual Respect
-Appreciate the roles of people who help us.
Tolerance of Different Faiths and Beliefs:
-Compare different celebrations and traditions.</td><td>Democracy
-Choose investigations and activities linked to minibeasts and life cycles.
Rule of Law
-Learn how to safely handle living things.
Individual Liberty
-Express feelings during Mental Health Week and celebrate uniqueness during Diversity Week.
Mutual Respect
-Demonstrate kindness, empathy, and inclusion during Diversity and Mental Health Week.
Tolerance of Different Faiths and Beliefs:
-Celebrate diversity and recognise that everyone is unique.</td><td>Democracy
-Share ideas and questions about Year 1 and transitions.
Rule of law
-Understand expectations and routines in Year 1.
Individual Liberty
-independence and confidence for new experiences.
Mutual Respect
-Work collaboratively and support peers during transition activities
Tolerance of Different Faiths and Beliefs:
-Explore cultures, traditions, and communities through International Picnic Day and wider world learning.</td></tr>
<tr><td colspan="3">Democracy:
Children learn that their views matter, make choices, and contribute to decisions.
Rule of Law:
Children understand expectations, routines, and why rules are important.
Individual liberty:
Children develop confidence to make choices and express themselves.
Mutual Respect:
Children learn to value others and work cooperatively.
Tolerance of Different Faiths and Beliefs:
Children learn about similarities and differences between people, cultures, and communities.</td><td colspan="3">Children will demonstrate British Values throughout the year by:
Taking turns and sharing ideas.
Following agreed classroom rules.
Making independent choices.
Showing kindness and respect towards others.
Learning about different families, cultures, faiths, and traditions.
Understanding how their actions can positively impact others and the environment.</td></tr>
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Forest school Each half term, 2 new groups of 15 children (five from each class) will attend Forest School Every group will take part in six sessions, delivered once a week.	**Session 1** - What is Forest School? - Mindfulness - Establishing rules, including fire safety and basecamp rules - Behaviour expectations - Introduction to the area - Seasonal based activities offered **Session 2** - Mindfulness - Recap rules and expectations - Independent exploration of the environment. - Seasonal activities offered, based on children's feedback/interest from previous session **Session 3** - Mindfulness - Recap rules and expectations - Children to use their own voice to promote Forest School safety - Seasonal activities offered, based on children's feedback/interest from previous session - Introduction of physical challenge/tools **Session 4** - Mindfulness - Recap rules and expectations - Children to use their own voice to promote Forest school safety - Continued - physical challenge/using tools **Session 5** - Mindfulness - Recap rules and expectations - Reflection and evaluation of Forest school experience - Prepare children for upcoming session 'cooking with fire' **Session 6** - Mindfulness - Recap rules and expectations - Cooking with fire - Celebration and certificate of achievement