








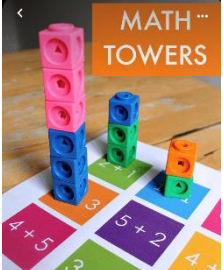


**Sandal Primary School**  
**Reception Curriculum map**  
**Spring 1 2022-2023**








Theme: 'What lives in the deep dark woods?'

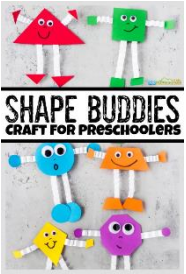


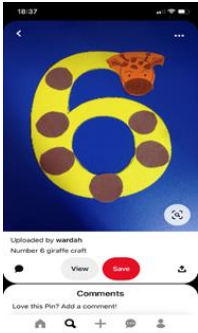


|   | Week 1   | Week 2   | Week 3  | Week 4   | Week 5  | Week 6  |
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|   |  |  |   |  |   | <b>PPG Disco</b>  |
| <b>JIGSAW Unit</b><br>Dreams and Goals<br><br><b>Sandal Root of Learning</b><br>Aiming High | <b>Challenge</b><br><b>Weekly Celebration:</b><br>Stay motivated when doing something challenging.   | <b>Never Giving Up</b><br><b>Weekly Celebration:</b><br>Keep trying when doing something difficult.  | <b>Setting a Goal</b><br><b>Weekly Celebration:</b><br>Working well with a partner or in a group.   | <b>Obstacles and Support</b><br><b>Weekly Celebration:</b><br>Have a positive attitude.  | <b>Flight to the Future</b><br><b>Weekly Celebration:</b><br>Help others to achieve their goals.  | <b>Award Ceremony</b><br><b>Weekly Celebration:</b><br>Are working hard to achieve their own dreams and goals.  |
| Physical Development<br><br><b>Gymnastics-Moving (Complete PE)</b>                          | The focus of the learning is to introduce 'champion gymnastics' by moving and making shapes using different body parts.  | The focus of the learning is to introduce 'champion gymnastics' by moving in different directions.   | The focus of the learning is to apply 'champion gymnastics' exploring how to move using big and small movements using the apparatus.  | The focus of the learning is to apply 'champion gymnastics' exploring movements in a pair on the floor and on apparatus.   | The focus of the learning is to apply 'champion gymnastics' exploring shapes in pairs on the floor and on apparatus.  | The focus of the learning is to apply 'champion gymnastics,' exploring movements and shapes in different ways, transitioning between different zones.   |
| Phonics   | Introduce sounds<br>ai ee igh oa<br><br><br><br><br><br>Group reading practice x3 a week   | Introduce sounds<br>oo oo ar or<br><br><br>Tricky Words: was you they<br><br><br>Group reading practice x3 a week  | Introduce sounds<br>ur ow oi ear<br><br><br>Tricky Words: my by all<br><br><br>Group reading practice x3 a week   | Introduce sounds<br>air er<br>words with double letters-<br>dd mm tt bb rr gg pp ff<br><br>Tricky Words: are sure pure<br><br>Group reading practice x3 a week   | Introduce longer words<br><br><br><br><br><br>Group reading practice x3 a week  | Recap all previously learnt diagraphs<br><br><br>*half termly phonics assessment<br><br><br>Group reading practice x3 a week  |
| Literacy  | Book- Owl Babies<br><br>Prediction- mummy owl, 3 owls, feathers, sticks<br><br>Read the story in stages, asking appropriate questions throughout.<br><br>Once story is finished, ask the range of comprehension questions. | Book- Owl Babies<br><br>Look at images from the beginning, middle and end of the story. Discuss what is happening.<br><br>Sequencing 4 images from the story in groups<br><br>Writing- speech from one of the owl babies | Book- Into the Forest<br><br>Prediction- forest picture, boy, red coat<br><br>Read the story in stages, asking appropriate questions throughout.<br><br>Once story is finished, ask the range of comprehension questions.<br><br>Sequencing of images from the story.<br><br>Describe the setting- woods.<br><br>Write sentences as a whole class input, about the key events from the story. | Book- Into the Forest<br><br>Hot seating- choose children to be the boy from the story. Other children ask him questions about how he felt walking through the woods etc.<br><br>Writing- If you went on a walk through the woods...what do you think you might see? Children to draw a picture of their journey into the woods and write sentences about it, using some describing words. | Book- The Gruffalo<br><br>Prediction- purple claws, mouse, stones, trees<br><br>Read the story in stages, asking appropriate questions throughout.<br><br>Once story is finished, ask the range of comprehension questions.<br><br>Look at various images from the story to discuss what is happening. Is it a happy or a sad ending? | Book- The Gruffalo<br><br>Picture of the Gruffalo, describing words. Children choose which words describe the Gruffalo. Do the same for describing the mouse.<br><br>Hot seating- The Gruffalo<br><br>Writing- Children then create and draw their own creature and write appropriate describing words. |
| Hook or experience linked to the book   |  |  |   | <b>Thursday 26<sup>th</sup> January- Stay and Play 2.30-3.20pm</b>   | <b>Make Gruffalo Crumble</b>  | <b>Thursday 9<sup>th</sup> February- Nell Bank trip</b>   |

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|                  |   |  |  |   | <a href="https://www.panmacmillan.com/blogs/books-for-children/gruffalo-crumble-recipe">https://www.panmacmillan.com/blogs/books-for-children/gruffalo-crumble-recipe</a>  |   |
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| Outdoor learning | <p>RP</p> <p>Making owls from pine cones or owl pictures from natural materials collected in the woods.</p>    <p>*Find out some owl facts</p>  | <p>RS</p> <p>Making owls from clay.</p>  <p>*Find out some owl facts</p>   |  | RP  | RS   |   |
| Mathematics      | <p><b>White Rose- Light and Dark- Geometry</b></p> <ul style="list-style-type: none"> <li>- Recap the term 2D shape and circles and triangles.</li> <li>- Introduce square and a rectangle.</li> <li>- Learn facts about both shapes e.g. 4 straight sides, can't roll</li> <li>- Find these shapes in the environment</li> <li>- Can they spot any other shapes with 4 sides?</li> <li>- Children build their own squares and rectangles using matchsticks.</li> </ul> | <p><b>White Rose- Alive in 5 Introducing zero and Number Bonds to 5</b></p> <ul style="list-style-type: none"> <li>- What is meant by the term 'all gone'?</li> <li>- <b>Number blocks: series 3 episode 5- zero</b></li> <li>- Children to understand that the word 'zero' and the symbol '0' represent the meaning of 'nothing there'.</li> <li>- Sing counting back songs such as '5 currant buns' or '5 little monkeys' so that</li> </ul> | <p><b>White Rose- Alive in 5 Number Bonds to 5 and Digging Deeper</b></p> <ul style="list-style-type: none"> <li>- Recap the term 'number bonds'. Show 2 towers of cubes, each with 2 different colours to represent a number bond to 5. What is the same? What is different?</li> <li>- Introduce the part part whole model, explaining that it is used to show different ways of making a</li> </ul> | <p><b>White Rose- Alive in 5 Growing 6, 7, 8- Number of the week 6</b></p> <ul style="list-style-type: none"> <li>- Count to 6, represent 6 in different ways- use numicon</li> <li>- Introduce a 10 frame- why can't we use the 5 frame to represent number 6?</li> <li>- Children represent number 6 on their own 10 frame.</li> <li>- Counting songs and rhymes for mental and oral starters</li> <li>- Subitising to 6</li> </ul> | <p><b>White Rose- Light and Dark- Measurement and Time</b></p> <ul style="list-style-type: none"> <li>- What is meant by the word 'time'?</li> <li>- How could we measure time?</li> <li>- Begin to measure time in simple ways e.g. counting the number of sleeps, using timers.</li> <li>- Use a 1 minute sand timer to see how many jumps you can do before it runs out.</li> <li>- Make an obstacle course. What do we do first? What comes next?</li> </ul> | <p><b>White Rose- Light and Dark- Measurement and Time</b></p> <ul style="list-style-type: none"> <li>- What is day and night?</li> <li>- <b>Books- Peace at Last, Day Monkey, Night Monkey</b></li> <li>- Use language to describe when events happen e.g. morning, afternoon, day, night, tomorrow, yesterday, today</li> <li>- Introduce daily routines using picture cards.</li> <li>- Order the daily routine at school</li> </ul> |

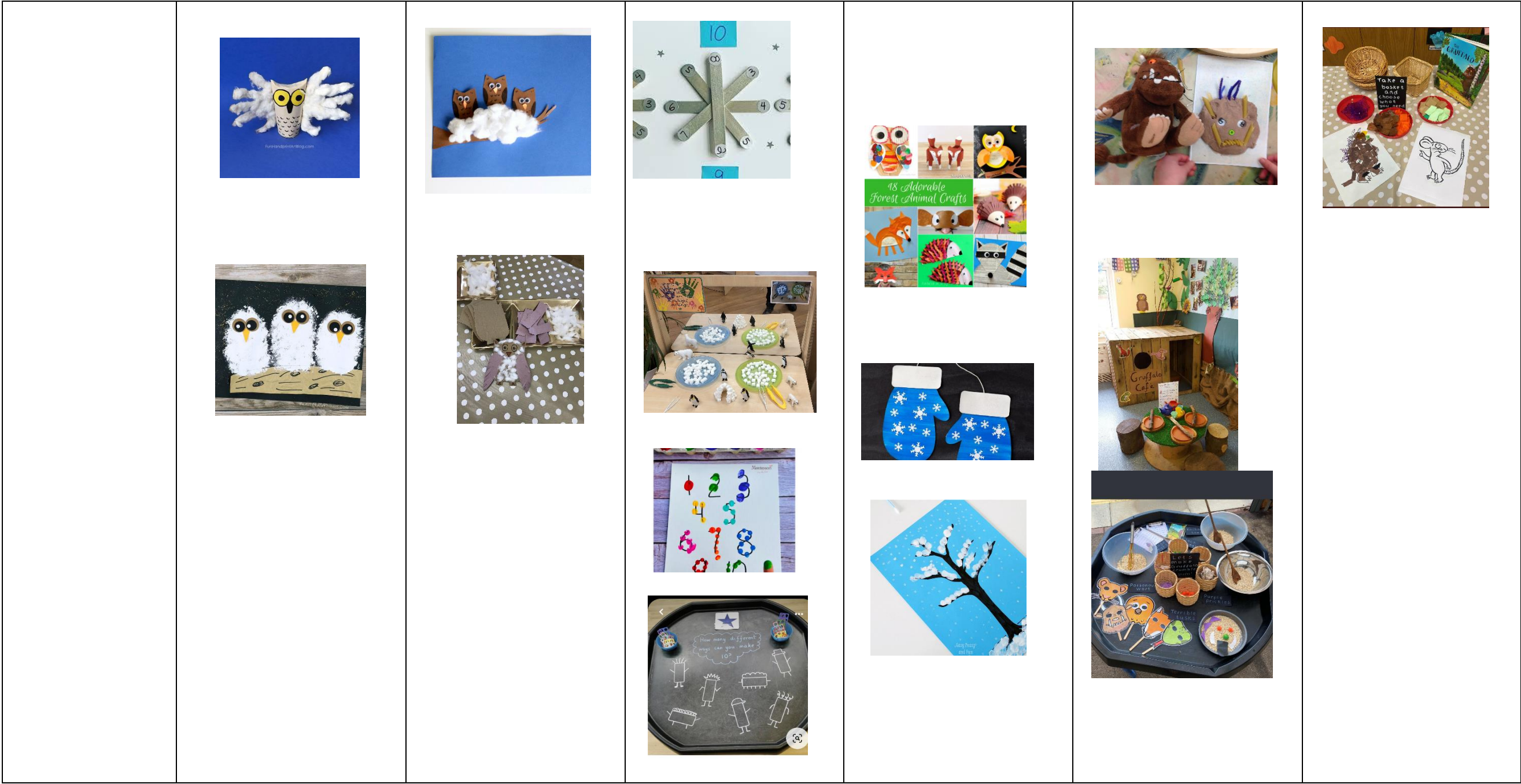
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|  | <ul style="list-style-type: none"> <li>- Books- <b>Bear in a Square, Mr Strong, Square</b></li> <li>- Look at images of shapes, can you spot the squares and rectangles?</li> <li>- Make patterns with squares and rectangles</li> <li>- Combine different sized squares and rectangles. Can you build a small square/ large square? Combine triangles to make larger squares.</li> </ul> <p>Task- using square and rectangle sponges, children to create a picture, filling in all the space. Adult to scribe what the child says about the shapes.</p>  | <p>children know that 0 is 1 less than 1.</p> <ul style="list-style-type: none"> <li>- Compare larger quantities to the quantity 0 with word problems e.g. if all 5 frogs are on the log, how many are in the pool?</li> <li>- Introduce the term 'number bonds' explaining that it means a number can be made from 2 smaller numbers including 0.</li> <li>- Use a 5 frame to demonstrate different ways of making 5. The look at making 2, 3, 4.</li> <li>- <b>Numberblocks: episode 12- the whole of me</b></li> <li>- Give children 5 bean bags to throw with a hoop. How many land outside/ inside the hoop? How can they record their work?</li> <li>- Show different ways of making number bonds to 5 on fingers.</li> <li>- Number bonds to 5 powerpoint on twinkl</li> </ul>  | <p>number bond to a specific number.</p> <ul style="list-style-type: none"> <li>- Use cubes and numicon to represent number bonds to 5. Place them in the part part whole model so children can see them as images in it.</li> <li>- Then move onto writing numerals in the part part whole model with children drawing the correct number of objects to represent each numeral as well.</li> <li>- Introduce the symbols + and =</li> <li>- Show a part part whole model with one of the parts missing. Can they work out what part is missing? How do they know? Can you show me with these cubes?</li> <li>- Children to practise explaining their reasoning when solving missing parts in the model.</li> </ul> <p>Task- a missing part in the part part whole model. Children to complete and explain their reasoning, adult record what they say. Do 2 of these.</p> <p>Problem solving in books- Show 2 buckets. Explain that 5 pebbles have been hidden in the buckets. How many pebbles could be in each bucket? How do you know? Adult record what they say.</p>  | <ul style="list-style-type: none"> <li>- <b>Book- Little Miss Muffet, The Very Busy Spider</b></li> <li>- <b>Number blocks number 6 video and power point slides</b></li> <li>- Number 6 picture stimulus from twinkl to find different ways of representing 6</li> <li>- 1 less than 6, 1 more than 6</li> <li>- Problem solving with number 6- word problems and teaching the children the techniques to unpick the problem to be able to find the answer.</li> <li>- Introduce the 2D shape a hexagon- 6 sides</li> </ul> <p>Challenge table- ladybird templates with 6 legs. Children colour spots on each half of the ladybird to represent a number bond to 6.</p> | <p>Use a timer to see how long it takes to complete the obstacle course. Can you beat your friend?</p> <ul style="list-style-type: none"> <li>- Set up a football goal. How many goals can you score before the timer runs out?</li> </ul> <p>Task-- observations/ photos of children's obstacle courses/ goals scored and their times recorded.</p> | <ul style="list-style-type: none"> <li>- Order events such as routine in a morning/ evening at home using picture cards</li> <li>- Sing songs to sequence the days of the week</li> <li>- Use language such as 'now' 'next' 'then' first 'last'.</li> </ul> <p>In groups- sequencing an event in order using 4 or 5 pictures. Use appropriate language to describe it e.g. next</p> |
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| Understanding the World   | <p>What do you know about owls? Where do owls live? When are they awake? Introduce the word 'nocturnal'.</p> <p>Look at 2 different types of owls. Find out facts about them e.g. video clips on CBBC, fact files on Twinkl</p> <p><b>What do you know about what lives in the Deep Dark Woods? Create a mind map of children's initial knowledge.</b></p> | <p>Where might woodland animals go when they are unwell/ injured?</p> <p>Look at an animal hospital. What happens there? What do the vets do to the animals?</p> <p>Explore the vet's role play.</p> <p>Look at video clips of vets in action.</p> <p><b>Science Investigation- Ocean Frozen</b></p>   | <p>Introduce the season Winter. What changes happen during Winter? Winter powerpoint.</p> <p>Can a polar bear and a penguin ever be friends?</p> <p>Explore where a polar bear lives, how it keeps warm, what it needs to survive. Do the same for a penguin. Children then decide if they can be friends? Talk about where they live and look at where it is on a globe (Arctic/ Antarctic)</p> | <p>Recap of changes that occur in Winter.</p> <p>Non- fiction book about Winter to look at facts about Winter.</p> <p>Winter walk.</p> <p><b>Science Investigation- How do polar animals stay warm?</b></p>   | <p>What are nocturnal animals? Where might you find them?</p> <p>Find out information about nocturnal animals. (Twinkl powerpoint)</p> <p><b>Science Investigation- Can you make ice grow?</b></p>  | <p>Why can't a polar bear live in the woods?</p> <p>Introduce the word habitat and explain what it means. Recap a polar bears and an owls habitat.</p> <p>What other habitats do you know of? Look at a variety of different animal habitats and find out which animals live in them. (Twinkl powerpoint)</p> <p><b>What do you know about what lives in the Deep Dark Woods? Create a mind map of children's knowledge now</b></p>   |
| Expressive Arts and Design  | <p>Making owls from pine cones</p>    | <p>Making owls from clay.</p>   | <p>Create a forest using corrugated card and green tissue paper.</p>   | <p>Create a 3D image of a forest.</p>   | <p>Create Gruffalo characters out of shapes.</p>    | <p>Painting the Gruffalo- lesson on introducing powder paint. Focus on making purple, brown and orange.</p>    |
| <p>RE</p> <p><b>Focus Question- Who and what are special to us? (part 2)</b></p> <p><b>Religions- Christianity and Islam</b></p> <p><b>Vocabulary- family, community, home, house, city, village, neighbours, special objects, precious</b></p> | <p>Finishing off from last half term:</p> <p><b>How do Christians tell the story of Christmas?</b></p> <p>*read one of the books based around the story of how Jesus was born or</p> <p>Tell the story of St. Francis and the first Christmas crib. What might Jesus and his family have looked like?</p> <p>What is your favourite part?</p>              | <p><b>How do some objects help us to remember?</b></p> <p>Which objects are really important? How do you look after them? How do objects help us to remember others? Special times?</p> <p><b>Suggested Activities:</b></p> <ul style="list-style-type: none"> <li>Teacher could introduce a personal/special object e.g. souvenir, photograph. Children ask questions about the object to find out as much as they can</li> </ul> | <p><b>How do Christians remind themselves of God when they are at home?</b></p> <p>Look at some objects that are special to Christians e.g. a cross, a Bible, a religious icon. If possible, use real objects rather than pictures to begin with. Explain that these objects are very important to some people but not to others. How will we treat them to show that they are important?</p>    | <p><b>How do Christians remind themselves of God when they are at home?</b></p> <ul style="list-style-type: none"> <li>Explore a range of different crosses – perhaps using a feely bag. Some may be plain, some more colourful from the Orthodox Church; crosses of different sizes and dimensions. Ask children to group these and to discuss the reasons they have grouped them as they</li> </ul> | <p><b>How do Muslims remind themselves of God when they are at home?</b></p> <p>Look at some objects related to Muslim prayer e.g. a prayer mat, prayer beads, image of the Ka'ba, compass, head covering. If possible, use real objects rather than pictures. Explain that these objects are very important to some people but not to others. How will we treat them to show that they are important? Talk about how these objects might help Muslims to pray.</p> | <p><b>Can I make my own special object?</b></p> <p>The children create their own special object to help them to remember something important to them. This can be explored in some detail, relating the memory to the object itself or talking about the choices about how the object is created. They should think about where they are going to place the object in their own home and why.</p> <ul style="list-style-type: none"> <li>Make and decorate a special box, into which they are going to place</li> </ul> |

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|   | Children to draw their favourite part and adult scribe.  | <p>about it and the reasons why it is so important.</p> <ul style="list-style-type: none"> <li>Encourage children to bring in a special object; discuss how they might be displayed and how to treat them. Agree on particular rules of how to look after and handle/use them.</li> <li>Circle time: encourage the children the time to think about something that is special to them and then take turns to say what is special to them and why.</li> </ul> | <ul style="list-style-type: none"> <li>Look at some different Bibles, icons or crosses; show images of these in church and at home. Why might Christians have them at home as well as at church?</li> <li>Ask children in small groups to think about these objects and talk about why they might be important. What do they notice? What questions do they have?</li> </ul> | <p>have. What is similar about all of them? What is different? Where have the children seen a cross before?</p> <p><a href="http://www.brfonline.org.uk">www.brfonline.org.uk</a> 'Crosses Around the World' PDF download</p> <ul style="list-style-type: none"> <li>Use a persona doll or 'Say Hello to...' to allow children to 'meet' a Christian child and learn about what is special to them.</li> </ul> | <ul style="list-style-type: none"> <li>Ask children in small groups to look at the objects related to Muslim Prayer. Talk about why they might be important. What do they notice? What questions do they have?</li> <li>Use a persona doll or 'Say Hello to...' to allow children to 'meet' a Muslim child and learn about what is special to them.</li> </ul> | <p>their objects/ pictures. Then carry out a religion-neutral, experiential activity...</p> <ul style="list-style-type: none"> <li>Put on some quiet reflective music, as the children sit in a circle and hold their special objects. When each child is ready s/he should calmly walk to their box and place the object/s inside it returning to their place. Then turn down the music and let them sit for a moment in reflection. You might want to invite some feedback – how did they feel? What words/phrases came to mind (perhaps give them a sentence stem).</li> </ul> |
| Computing                                   | No lesson  | PM 2paint to create a winter scene. Use fill tool to change background.  | To create a picture from Owl babies on 2paint on PM. Children to use the correct textures to create the owls.  | To recap on the winter theme, we are going on Sherston, Understanding the world, Paddington Geography, Dress Paddington (the blue coat) in appropriate clothing for winter.  | Thinking about the book into the forest, can the children think of what sounds they may here in the forest. Can a piece of music be created to go with the story? Introduce 2explore- to create a piece of music.  | To create a picture from one of the characters in the Gruffalo, can the children add backgrounds, select the correct colours for the chosen animal and choose the correct thickness of pens to add detail.<br>2 paint   |
| Music                                       | <p>Musical Stories Lesson 1: Moving To Music</p> <p>Children listen to the lyrics and melody of the 'Teddy Bear's Picnic' and follow instructions to move to the music, changing their movements to reflect the tempo, pitch or dynamic of the piece</p> | <p>Musical Stories Lesson 2: <b>Using instruments to represent characters</b></p> <p>The children listen to the classical piece and narrated story of 'Peter and the Wolf' by Sergei Prokofiev and recall the characters from the story before exploring how each is represented in the music</p>  | <p>Musical Stories Lesson 3: <b>Storytelling with actions</b></p> <p>Children use actions to tell the story of 'The Sleeping Princess' before singing and performing a group song based on the story</p>   | <p>Musical Stories Lesson 4: <b>Using instruments to represent actions</b></p> <p>Children are divided into small groups and allocated a section of the story 'We're Going on a Bear Hunt' by Michael Rosen with corresponding instruments to play</p>   | <p>Musical Stories Lesson 5: <b>Musical story composition</b></p> <p>Children write, compose, practise and perform their own musical story based on either their morning routine, the school day routine or anything else that is appropriate for your class</p>   | <p>Musical Stories Lesson 6: <b>Musical story performance</b></p> <p>Children perform their musical story based upon a familiar routine, using movement to express moods or actions within the story</p>  |
| Ideas for challenges and areas of provision |   |    |   |   |   |    |





Woodland Vets roleplay

