

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



Theme: 'Where in the world would you like to go?'

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>JIGSAW Unit</b> Healthy Me  <b>Sandal Root of Learning</b> Keeping Going  <b>British Values</b> Democracy	<b>Everybody's Body</b>  <b>Weekly Celebration</b>  We have made a healthy choice.	<b>We Like to Move it Move it!</b>  <b>Weekly Celebration</b>  We have eaten a healthy, balanced diet.	<b>Food Glorious Food</b>  <b>Weekly Celebration</b>  Have been physically active.	<b>Sweet Dreams</b>  <b>Weekly Celebration</b>  Have tried to keep themselves and others safe.	<b>Keeping Clean</b>  <b>Weekly Celebration</b>  Know how to be a good friend and enjoy healthy friendships.	
Physical Development	Attack and Defence Games- Complete PE programme	Attack and Defence Games- Complete PE programme	Attack and Defence Games- Complete PE programme	Attack and Defence Games- Complete PE programme	Attack and Defence Games- Complete PE programme	Attack and Defence Games- Complete PE programme
Phonics	Little Wandle Phonics- (LW Summer 1 Week 1)  Teach- Phase 4 CVCC words with short vowels	Little Wandle Phonics- (LW Summer 1 Week 2)  Teach- CVCC words, CCVC words	Little Wandle Phonics- (LW Summer 1 Week 3)  Teach- CCVCC words, CCCVC words, CCCVCC words.	Little Wandle Phonics- (LW Summer 1 Week 4)  Teach- Longer words, Compound words.	Little Wandle Phonics- (LW Summer 1 Week 5)  Teach- word endings ing ed est	Assessments
Literacy	<b>Book- The Naughty Bus by Jan Oke</b>  Prediction scene- what do you think the story will be about? (leave a parcel with a red bus in and a few other bits related to London)  Comprehension questions  Where did the bus go? What journey did he go on? (links to maps)  Look at maps. Explain we can use them to help us to find somewhere or we can use them to show a journey.  How could we recreate the journey that the red bus went on?  *Children to work in their house teams to show the journey creating 3D maps.	<b>Book- The Naughty Bus by Jan Oke</b>  What journeys have you been on?  Letter from the red bus- he wants to go on another journey in a different location. Can we plan him a journey?  Letter could list some key sites the bus wants to see.  *Children to make mini books to recreate their own journey that the red bus could go on.	Kings Coronation  <b>UW link- Compare and contrast characters from stories including figures from the past.</b>  <b>UW link- Name and describe people who are familiar to them.</b>  Children to draw pictures and write letters to the King to tell them how we are celebrating the coronation.  Look at photos of King Charles from different points in his life. Can they sequence them in chronological order?  Why is he special to the British people?	<b>Book- The Ugly Five by Julia Donaldson</b>  reveal the story and read it.  Where is the story set? Discuss what it would be like to live there. What country is it?  Comprehension questions	<b>Book- The Ugly Five by Julia Donaldson</b>  Throughout the week, watch video clips and research information about the 5 animals.  Shared writing on the IWB to show how we write a fact file.  *Children to choose 1 of the animals and write a fact file about the animal.	Book- The Snail and the Whale  Comprehension questions  Look at descriptive words and adjectives in the story. How could we describe the snail?  Retell the story together. Talk about the snail and the whale's feelings/ actions etc.  Look at pictures of snails and whales and think of words / phrases to describe them? Think of words that would describe how they move, for example <i>The snail slithered. The Whale glided.</i>

Hook or experience linked to the book	Walk on a journey through the village of Baildon, stopping at the Community Gardens and then stopping at Cafe Nine on the way back.		Kings Coronation celebrations in school- Friday 5 <sup>th</sup> May	Visit to St. John's church	'Let's Go to Africa' Day- Thursday 18 <sup>th</sup> May	Parent Stay and Play- Monday 22nd May 2.30-3.20pm
Outdoor Learning	RP- create a boat for the Naughty Bus to get across the pond without falling in.  Exploring different materials to see which ones float.  UW link- Investigate floating and sinking.	RS- create a boat for the Naughty Bus to get across the pond without falling in.  Exploring different materials to see which ones float.  UW link- Investigate floating and sinking.		RP- go on a walk around the woods, identifying the key features e.g. tree swing, fire pit. How could we record this to create our own maps?  Children design and create their own maps of the woods. Then work in pairs or house teams, to follow each others maps, to find some hidden treasure.  UW- Draw information from a simple map and design their own.	RS- go on a walk around the woods, identifying the key features e.g. tree swing, fire pit. How could we record this to create our own maps?  Children design and create their own maps of the woods. Then work in pairs or house teams, to follow each others maps, to find some hidden treasure.  UW- Draw information from a simple map and design their own.	
Mathematics	<b>To 20 and beyond- Number- Building numbers beyond 10 Counting patterns beyond 10</b>  - Encourage the children to build and identify numbers to 20 - Use tens frames, unifix cube towers, bead strings - Provide opportunities to show that numbers 1-9 repeat after 10 - <i>Show the children 11 using numicon. What do you notice? Show then 12? What is the same? What is different?</i> - <b>Number blocks series 3</b> - <b>Books- One Moose, 20 Mice, The Real Princess</b> - Play a game where each child has 2 tens frames. They have to roll the dice and whatever it lands on, they have to put that corresponding number of counters on their tens frame. The 1 <sup>st</sup> to fill their frames wins. - <i>Show 20 using numicon, what happens when you get beyond 20?</i>	<b>To 20 and beyond- Number- Building numbers beyond 10 Counting patterns beyond 10</b>  - Provide regular opportunities for children to count on or back beyond 10. - Which of the 'teen numbers are odd and even? How do you know? - Encourage them to start counting from different starting points, not just 1. - Provide a set of towers 1-20 with a few towers missing. Children have to order to the towers to work out which numbers are missing. Can they form the numbers? - Challenge them to find larger numbers on a number square or number line. - Race to 20 on number lines - Play games where children have to identify numerals which are in the wrong place in a sequence. - Show a set of 4 numbers beyond 20. Can they	<b>First Then Now- Adding More</b>  - Explain that the quantity of a group of objects can be changed by adding more to it. - <i>The First, Then, Now structure can be used to create mathematical stories related to adding more.</i> - <i>At first, children may need to recount all of the objects when adding together but move towards counting on from the number of the original quantity.</i> - <b>Books- My Granny went to Market, One Ted Falls out of Bed, Mr Grumpy's Outing</b> - Use fingers to practise adding e.g. show me 5 fingers. Now she me 2 more. How many do you have altogether? - <i>Show the addition and equals symbols and explain how to write an addition calculation. + =</i> - Use number lines and counters to practise adding. Roll a dice and place that number of counters on the number	<b>White Rose-Pattern (refer to Building 9 and 10 unit)</b>  - Build on children's understanding of pattern by exploring patterns that use items more than once in each repeat e.g. ABB, AAB, AABB - Show the children an AB pattern and an AAB pattern using shapes. What is the same? What is different? - Use coloured teddy counters to create complex patterns involving size and colour- can children create their own patterns with the 2 components? - Look at patterns on wrapping paper. Children to create their own wrapping paper using a repeating pattern design.  <i>Digging Deeper-</i> - <i>Provide frames with a set number of spaces. Children to create a repeating pattern around the frame, putting 1 item in each space. Explore which items will fit exactly in the frames and which won't.</i>	<b>First Then Now- Taking Away</b>  - Explain that the quantity of a group of objects can be changed by taking away a number of items. - <i>The First, Then, Now structure can be used to create mathematical stories related to taking away.</i> - Encourage the children to count out all of the items, take away the specified amount and then subitise or recount to see how many are left. - <b>Books- Monster Math, The Shopping Basket, Tad</b> - Ask the children to show you 5 fingers, then show 4. Notice that 1 less is the same as taking 1 away. Extend to taking 2 or 3 fingers away. - Practise taking away in different practical contexts so children can see that the quantity gets smaller. - Use 10's frames and counters to show taking away. - Use number lines with counters so children can see what number is the last one once some	<b>To 20 and beyond- Spatial Reasoning- Match, Rotate and Manipulate</b>  - Provide opportunities where children can complete jigsaws and shape puzzles. - They need opportunities where they can select and fill a given space with shapes. <i>Why did you choose those shapes?</i> - <b>Numicon boards, pattern boards and geo blocks</b> - <b>Book- Which One Doesn't Belong</b> - Show the children a set of shapes and ask them to identify the shape which matches the one you hold up (hold it in a different orientation) - Use linking cubes to make arrangements. Children have to create the same arrangement as yours. - Use small 2D shapes to create an image or an arrangement. <i>What do you notice? Can you make the same arrangement?</i> - Use geoboards and elastic bands. How many triangles can you make? How many 4-sided shapes can you make?

	<p>- In transient art, have wooden tens frames for children to fill with loose parts.</p>	<p>children order them even though there are only 4 numbers? Can they recognise which number is bigger/ smaller?</p> <ul style="list-style-type: none"> <li>- Look at counting in 10's.</li> <li>- <b>Number blocks series 3</b></li> <li>- <b>Books- 20 Big Trucks in the middle of the street, A Dozen Ducklings Lost and Found</b></li> </ul> <p>Digging Deeper- prepare collections of objects where some have 100 in and some have more or fewer.</p> <ul style="list-style-type: none"> <li>- Challenge the children to guess which sets have exactly 100 in.</li> <li>- Investigate 100 in different ways. How far can you travel in 100 steps?</li> <li>- How long would a paper chain of 100 links be?</li> <li>- Provide a range of containers in different sizes. How many cubes will fit in? Instead of counting in 1's, can they children make towers of 10 and count in 10's?</li> </ul>	<p>line. Can you now add 3 more? How many altogether? What number is the number covered by the last counter?</p> <ul style="list-style-type: none"> <li>- Share the story 'Mr Grumpy's Outing'. Ask the children to build their own boat and create their own mathematical story with characters getting on the boat. How many have you added?</li> <li>- Roll a dice. Create a cube tower with that number of cubes. Roll it again and create another tower with that number of cubes. How many cubes altogether in both the towers?</li> </ul> <p>Digging Deeper-</p> <ul style="list-style-type: none"> <li>- Count out 5 cubes. Cover them with a cloth and add a few more cubes. Reveal. Challenge them to work out how many cubes were added. Represent the number of cubes with their fingers or counters. <i>How many cubes did we have at the start? How many do we have now? What's the difference?</i></li> </ul>		<p>counters have been taken away.</p> <ul style="list-style-type: none"> <li>- Encourage the children to re-enact counting rhymes such as 10 Green Bottles, 5 Little Men, 10 currant buns</li> </ul> <p>Digging Deeper- pick a number card and count out the corresponding number of gold coins. One player covers their eyes whilst the second player steals some of the coins. The first player then has to work out how many gold coins have been stolen. <i>How many coins did we start with? How many do we have now? What is the difference? Can you represent what has happened?</i></p>	<ul style="list-style-type: none"> <li>- Encourage children to use positional language as they turn, build and use shapes to replicate images.</li> </ul> <p>Digging Deeper- Using the book 'Which one Doesn't Belong?', ask the children to explain which shape is different to all the rest. Can they find more than 1 answer? Challenge them to find a reason why each of the images could be different to all the rest.</p>
Understanding the World	<p><b>UW- Draw information from a simple map.</b></p> <p>Where do we live/ where is our school? Have you been in Baidon? How did you make the journey?</p> <p>Identify features in the village, creating a mind map. e.g. fish and chip shop, cafe.</p> <p>What is your favourite feature in the village? Why?</p> <ul style="list-style-type: none"> <li>- Children could draw and write about their favourite feature.</li> </ul>	<p><b>UW- Recognise some environments that are different from the one in which they live.</b></p> <p><b>UW- Draw information from a simple map.</b></p> <p>What city did the Naughty Bus go through?</p> <p>Look at London on a map.</p> <p>What might we find in London? What features are key sites? Look at videos or images of these e.g. Big Ben, London Eye</p>	<p>Where in the world would you like to go? Why?</p> <p>Discussion on different places in the world/. Show videos and images.</p> <p>*Children to create art work to represent the place they would like to go.</p> <p><i>*Provide children with a simple map of LONDON landmarks. Which do you think King Charles will pass during the coronation procession through London?</i></p>	<p><b>UW- Draw information from a simple map.</b></p> <p>Look at maps of villages and cities. What key features can you identify on the maps? Explain what the key is used for on a map.</p> <p>If you could create your own village, what do you think would need to be in it?</p> <p>*Children to create their own map to show their interpretation of what they would choose to have in their own village.</p>	<p><b>UW- Recognise the similarities and difference between life in this country and life in other countries.</b></p> <p><b>UW- Recognise some environments that are different from the one in which they live.</b></p> <p>On Africa day- Look at Africa as a country. Explore what it is like. Look at different parts of it, explaining that not all parts of Africa is the savannah.</p> <p>What animals can survive/ live in Africa?</p>	<p><b>UW- Recognise the similarities and difference between life in this country and life in other countries.</b></p> <p>Where is the story of the Snail and the Whale set?</p> <p>What animals live near or on a beach and can survive there?</p> <p>Look at different beaches in England and then compare to beaches around the world using images.</p> <p>What are the differences similarities?</p>

	<p><a href="#">*Walk on a journey through the village of Baidon, stopping at the Community Gardens and then stopping at Cafe Nine on the way back.</a></p>	<p>Compare the city of London to the village of Baidon. What is the same? What is different? Create mind maps to show this.</p>	<p>UW- Comment on images of familiar situations from the past.</p> <p>Linked to the coronation- compare transport from the past and the present. What are the similarities and differences? Discussion in groups.</p>	<p>UW- Recognise the similarities and difference between life in this country and life in other countries.</p> <p>UW- Explore the natural world around them.</p> <p>Habitats- To learn about different animals that live in specific habitats. Sorting activity to sort animals into different habitats- sea, savannah, jungle, farm</p> <p>Why can't a whale live in the savannah? Discussion on the reasons why animals live in specific habitats. (activity to be in the black tray for sorting habitats)</p>	<p>How do people get to Africa? What would it be like to live there?</p> <p>Look at Africa on a globe/ map. How does it differ or look similar to England?</p>	<p>How would you get to the beach? Why would that differ in different countries?</p>
<p>Expressive Arts and Design</p>	<p>Aerial views of maps- children to draw their own map of Baidon.</p> 	 <p>3D vehicles- create your own moving bus using split pins.</p>	 <p>Use split pins to attach the wheels and create a moving carriage.</p>	 <p>Create your own aeroplane, finding a way to attach the different parts together.</p>	 <p>Create your own village using either junk modelling or construction materials.</p>	 <p>Using different media to print patterns onto your snail's home.</p>

<p>RE</p> <p>Where do we live?</p> <p>Who lives there?</p> <p>Vocab:</p> <p>Home Family School Community Church, Mosque</p>	<p><b>Where do we live? Where do we belong?</b></p> <p>(needs to be done prior to the lesson)</p> <p>Invite parents to send in photographs of their home. Use these as a discussion point and help children to identify the different aspects of our houses from the outside.</p> <p>Talk about where we live, including our houses and the local area. Use this as an introduction to the concept of 'belonging'.</p> <p>Do you know what road you live on? Ask children to learn their address. Do they all live in the school catchment area? Take the class on a walk around the school environment. Does anyone live near to the school? Look at road signs, house numbers, street signs and furniture. Take photos of points of interest.</p>	<p><b>Who lives here? What makes a home?</b></p> <p>Talk about the different kinds of families and homes there are. Who lives in your house?</p> <p>Not all families have mum and dad living together but all families are as important as each other. Some families are mum and mum; dad and dad; single parents, etc. Other children may live as part of an extended family. Be sensitive to families with adopted children or Looked After Children.</p> <p>Sing the song- We are a Family</p> <p><a href="https://www.youtube.com/watch?v=foptl0BeXnY">https://www.youtube.com/watch?v=foptl0BeXnY</a></p> <p>Activity- draw the people who live in your house and label them</p>	<p><b>What is a special place? What makes that special place?</b></p> <p>Visualisation Activity- Ask children to close their eyes and imagine a special place. Ask children to think about what their place is like? What do they do when they are there? Do they share it with anyone? When do they go there? How do they feel when they are there? Why is it special to them? Can they tell their talk partner all about it?</p> <p>Activity- draw or collage their special place behind a secret door. Explain why the place is special to you.</p> <ul style="list-style-type: none"> <li>Build a special place using blocks and crates in the outdoor area.</li> </ul>	<p><b>Why are some places special to Muslims and Christians?</b></p> <p>Preparation activity- Children to close their eyes and have time to experience stillness. Reflect on what they can see, hear, smell, touch and feel. This can be done in the classroom to prepare children for how they will act on the visit to show that we are in a special place.</p> <p>Activity- Create a book about the visit; include photos and pictures.</p> <p>Visit St. John's church on Baildon. Experience stillness and reflect on what they can see, hear, smell, touch and feel. Why is this place special for some people? Is it like a home? What special objects or pictures can they see? What questions do children want to ask about this special place? If they could only ask one question what would it be?</p>	<p><b>What groups do we belong to?</b></p> <p>Talk about the idea of 'belonging'. We belong in our class and in our school – how do we show this?</p> <p>What groups do you belong too? e.g. football, Rainbows, dance. Children to share their experiences of belonging to a group. Why did you decide to join that group?</p> <ul style="list-style-type: none"> <li>Take the children for a walk around the inside of the school building. Look at all of the other classes and areas of school. Who "lives" in this class? Which teacher is in this room? What is this room used for? How can we tell? What does the head teacher do?</li> </ul>	<p><b>What does it mean to belong to a place of worship?</b></p> <p>Look at pictures of the church and mosque – outside and inside – or look back at pictures from the visit. Talk about the people who belong there. What happens when they meet together?</p> <ul style="list-style-type: none"> <li>Use a resource such as 'Say Hello to...' (RE Today) or ask staff, parents and other adults to talk to the children about what it means to belong to a faith community.</li> <li>Talk about how sometimes places are special because of the people we share them with. Create a shared experience for the whole class e.g. a picnic, sharing food together. When might faith communities share food?</li> </ul>
<p>Music</p>						
<p>Computing</p>	<p>Logging in and the importance of a safe password (e-safety), then independently choosing an activity from paint projects.</p> <p>Skill – To be able to log onto the computer independently.</p>	<p>Logging in and the importance of a safe password (e-safety), then independently choosing an activity from paint projects.</p> <p>Skill – To be able to log onto the computer independently.</p>	<p>No computing due to Bank Holiday</p>	<p>No computing due to Bank Holiday</p>	<p>Logging in again after a two week period but focus will be on the ones struggling logging in and a more independent activity for the ones who have done it.</p> <p>Music programme?</p> <p>Skill – To be able to log onto the computer independently.</p>	<p>Logging in again after a two week period then 2 paint (drawing a picture) or the music program but focus will be on the ones struggling logging in and a more independent activity for the ones who have done it.</p> <p>Create a picture of a beach scene, including the animals that live in the habitat e.g. crab on the beach, whale in the sea.</p>

						Skill – To be able to log onto the computer independently.
Computing- cross curricular	<p>Using google maps to see aerial views/seeing where different parts of Baildon are.</p> <p><b>Skill- To draw information from a simple map.</b></p> <p><a href="https://go.educationcity.com/content/index/42848/2/3/1/null/null/false/false/null/0">https://go.educationcity.com/content/index/42848/2/3/1/null/null/false/false/null/0</a> Describe and identify features in the environment on the screen.</p> <p><b>Skill- To describe features in their immediate environment.</b></p>	<p><a href="https://www.twinkl.co.uk/go/resource/level-3-phonics-word-builder-game-tg-t-e">https://www.twinkl.co.uk/go/resource/level-3-phonics-word-builder-game-tg-t-e</a> Phase 3 word builder game.</p> <p><b>Skill- To segment words to spell with phase 3 graphemes.</b></p> <p><a href="https://go.educationcity.com/content_select/index/2/2/1/27#s=153127">https://go.educationcity.com/content_select/index/2/2/1/27#s=153127</a> <b>Skill- To identify odd and even numbers upto 20.</b></p>	<p><a href="https://www.twinkl.co.uk/go/resource/alien-bus-stop-adding-more-t-m-32832">https://www.twinkl.co.uk/go/resource/alien-bus-stop-adding-more-t-m-32832</a> <b>Skill- Adding more</b></p> <p><a href="https://go.educationcity.com/content/index/25706/2/2/1/null/null/false/false/null/0">https://go.educationcity.com/content/index/25706/2/2/1/null/null/false/false/null/0</a> Bowling game</p> <p><b>Skill- To identify and find number bonds to 10.</b></p>	<p><a href="https://go.educationcity.com/content/index/41878/2/3/1/null/null/false/false/null/0">https://go.educationcity.com/content/index/41878/2/3/1/null/null/false/false/null/0</a> Find the similarities and differences between the different habitats.</p> <p><b>Skill-. To identify similarities and differences in the natural world.</b></p> <p><a href="https://www.coolmath4kids.com/manipulatives/pattern-blocks">https://www.coolmath4kids.com/manipulatives/pattern-blocks</a> Click on the different shapes to create your own patterns.</p> <p><b>Skill- To be able to create a repeating pattern either ABAB or AAB or ABB.</b></p>	<p><a href="https://www.twinkl.co.uk/resource/alien-bus-stop-taking-away-game-t-m-32856">https://www.twinkl.co.uk/resource/alien-bus-stop-taking-away-game-t-m-32856</a> <b>Skill- Taking away</b></p> <p><a href="https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering">https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering</a> <b>Skill- To independently order numbers 1-10.</b></p>	<p><a href="https://www.bbc.co.uk/cbeebies/puzzles/colourblocks-jigsaw-puzzle">https://www.bbc.co.uk/cbeebies/puzzles/colourblocks-jigsaw-puzzle</a> Solve the Colour Blocks jigsaw puzzles.</p> <p><b>Skill- Match, rotate and manipulate jigsaw pieces to create an image.</b></p> <p><a href="https://go.educationcity.com/content/index/42177/2/1/1/null/null/false/false/null/0">https://go.educationcity.com/content/index/42177/2/1/1/null/null/false/false/null/0</a> Listen to a story and answer the questions.</p> <p><b>Skill- To be able to answer 'how' and 'why' questions.</b></p>
<p>Ideas for provision and challenges</p> <p>Roleplay for the half term- restaurant or café from another country or bus role play</p>	 	 	 	 	 	 



