



# Comber Grove Primary School Reception (Summer) Curriculum Map 2023-2024



## 'Growing' 2022 Reception

<p style="text-align: center;"><b>Literacy</b></p> <p><b>Stories about growing(Comprehension)</b> The Tiny Seed. Jaspers Beanstalk. Jack and the Beanstalk. The Enormous Turnip. Lola plants a garden. Sam plants a sunflower.</p> <p>Tadpoles promise The very hungry Caterpillar. Chicken Licken. Rosies Walk. Hilda Hen.</p> <p>The bad tempered ladybird. The Very Busy Spider. Super worm. Tiny Little Fly</p> <p><b>Non Fiction:</b> Books about seeds/plants. Life cycle books. Minibeast books.</p> <p><b>Writing genres.</b> Labels, Lists, Diaries, Descriptions, Signs, Instructions, Fact sheets, Narratives, Poems. NB: The children's writing should reflect their increasing phonic knowledge.</p> <p><b>Word Reading.</b> Children to cover phase 4 Little Wandle Letters and Sounds.</p>	<p style="text-align: center;"><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>Counts out up to 10 objects from a larger group. Provide images such as number tracks calendars and hundred squares so that children become familiar with two digit numbers and can start to spot patterns within them.</li> <li>In practical activities, adds one and subtracts one with numbers to 10.</li> <li>A number can be partitioned into more than two numbers.</li> <li>Begins to explore and work out mathematical problems using signs and strategies of their own choice, including standard numerals, tallies and + and - Number bonds: know which pairs make a given number.</li> <li>Spot patterns in the environment and begin to identify the pattern 'rule' Choose familiar objects to create and recreate repeating patterns.</li> <li>Develop an awareness of the relationships between shapes.</li> <li>Use mathematical terms to describe shapes.</li> <li>Investigate how shapes can be combined to make new shapes.</li> <li>Begin to use time to sequence events and experience measuring time with timers and calendars.</li> <li>Make links with Understanding the world – Past and Present – what did you look like when you were a baby? How old are you? That's how long it is since you were a baby.</li> <li>Share objects equally between two groups and know that its 'fair'.</li> <li>Find half of an object or number.</li> <li>Number bonds: know which pairs make a given number and recall number facts automatically.</li> <li>Partition and recombine sets.</li> <li>Explore the vocabulary of capacity: full, half full, empty, nearly full and nearly empty. Begin to understand that capacity can be measured e.g. using cup</li> </ul>	
<p style="text-align: center;"><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Seasons and weather.</li> <li>Growing seeds.</li> <li>Eggs and chicks (16<sup>th</sup> May)</li> <li>Caterpillars and butterflies.</li> <li>Minibeasts.</li> <li>Trip to Glengall Gardens.</li> <li>Trip to Vauxhall City Farm.</li> <li>How we have changed since we were babies.</li> </ul>	<p style="text-align: center;"><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>Daily opportunities to use EYFS and KS1 playground for running, jumping, balancing, climbing and riding wheeled vehicles.</li> <li>Workshop area using scissors, stapler, hole punch, treasury tags etc.</li> <li>Daily malleable materials in continuous provision.</li> <li>Introduce woodwork bench.</li> <li>Parachute games.</li> <li>Challenging obstacle courses.</li> <li>Letter formation practise.</li> </ul> <p>NB PD to be planned and taught by specialist coach.</p>	<p style="text-align: center;"><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>Observational drawings of plants and fruits.</li> <li>Learning about and using different artistic techniques for a range of purposes, eg, butterfly stained glass windows. Caterpillar puppets. Seed collages.</li> <li>Techniques to include: Collage, printmaking, drawing, painting, using split pins, sewing, threading.</li> <li>Creating own dances eg butterflies and minibeasts.</li> </ul>
	<p style="text-align: center;"><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Floorbooks annotated with 'child's voice' in speech bubbles.</li> <li>Reviews of child's Learning Journey Books.</li> <li>Tales Toolkit making up own stories.</li> <li>Vocab linked to plants and animals growing and changing.</li> <li>Adults to adapt 'I wonder why...' approach to questioning.</li> <li>Intervention groups to continue to target those children identified as needing more support.</li> <li>Play 2 step instruction games.</li> <li>Act out stories using props.</li> <li>Role play area: Baby Clinic.</li> </ul>	<p style="text-align: center;"><b>Personal Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>Discussing healthy food choices, growing and eating own healthy food.</li> <li>Daily fitness challenge</li> <li>Explore how we look after ourselves through taking Little Ted home with us at weekends to look after.</li> <li>Develop a sense of self by learning about how families look after children and babies.</li> <li>Recognise importance of positive behaviour in different social settings (ie going on trips).</li> <li>Begin to understand diversity and the importance of understanding each other's similarities and differences.</li> <li>Develop nurturing attitude by looking after chicks.</li> </ul>