
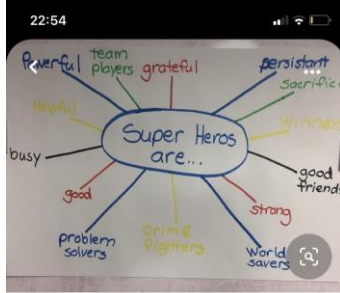



**Sandal Primary School
Reception Curriculum map
Summer 2 2022-2023**









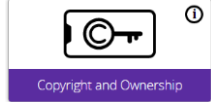
Theme: 'Do all Superheroes have super human powers?'

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>JIGSAW Unit Changing Me</p> <p>Sandal Root of Learning Looking Back</p> <p>British Values</p>	<p>My Body</p> <p>Weekly Celebration</p> <p>Understand that everyone is unique and special.</p>	<p>Respecting My Body</p> <p>Weekly Celebration</p> <p>Can express how they feel when change happens.</p>	<p>Growing Up</p> <p>Weekly Celebration</p> <p>Understand and respect the changes that they see in themselves.</p>	<p>Growth and Change (F1)</p> <p>Fun and Fears(F2)</p> <p>Weekly Celebration</p> <p>Understand and respect the changes that they see in other people.</p>	<p>Fun and Fears</p> <p>Weekly Celebration</p> <p>Know who to ask for help if they are worried about change.</p>	<p>Celebration</p> <p>Weekly Celebration</p> <p>Are looking forward to change.</p>
Physical Development	PE scheme- Complete PE Ball skills- Feet Lesson 1 Sports Day practise	PE scheme- Complete PE Ball skills- Feet Lesson 2 Sports Day practise	PE scheme- Complete PE Ball skills- Feet Lesson 3 Sports Day practise	PE scheme- Complete PE Ball skills- Feet Lesson 4 Sports Day- Tuesday 4th July	PE scheme- Complete PE Ball skills- Feet Lesson 5	PE scheme- Complete PE Ball skills- Feet Lesson 6
Phonics	Little Wandle Phonics- (LW Summer 2 Week 1) Teach- long vowel sounds CVCC CCVC	Little Wandle Phonics- (LW Summer 2 Week 2) Teach- long vowel sounds CCVC CCCVC CCV CCVCC	Little Wandle Phonics- (LW Summer 2 Week 3) Teach- Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words	Little Wandle Phonics- (LW Summer 2 Week 4) Teach- root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/	Little Wandle Phonics- (LW Summer 2 Week 5) Teach- root word ending in: –er, –est longer words	Assessments
Literacy	<p>Book- Supertato- Veggies in the Valley of Doom by Sue Hendra</p> <p>Prediction scene- what do you think the story will be about? (set up a crime scene where all the veggies are trapped)</p>  <p>Discussion about the police and how they could help.</p> <p>Focused write- Children to create a police report showing what has happened at the scene.</p>	<p>Book- Supertato- Veggies in the Valley of Doom by Sue Hendra</p> <p>Describing Evil Pea at the beginning of the story compared to the end of the story- bad to good.</p> <p>Look at describing words to describe the character of Evil Pea compared to Supertato. Are they the same words or different?</p> <p>In groups shared writing- write letters to Evil Pea trying to persuade him to stay nice a 'good guy'. Explore simple persuasive language and how to write a letter.</p>	<p>Book- Real Superhero's by DK, Julia Seal</p>  <p>Read the story. Discuss what all superheroes are. Create a mind map.</p> <p>Which real life superhero would you like to be when you're older?</p> <p>Begin to make cv's for each job role from the book- focus</p>	<p>Book- Real Superhero's by DK, Julia Seal</p> <p>Continue to write the cv's for the job roles from the story each lesson- shared write.</p> <p>Showcase some of the children's work.</p> <p>Put together a 'Real Life Superhero' book from the cv's we have done</p>	<p>Book- Superworm by Julia Donaldson</p> <p>Prediction to the story</p>  <p>Read the story and comprehension questions.</p> <p>Introduce and show pictures of the animals in the story, ie worms, snails, bees, beetles, toads, crows, lizards. Talk about each one – what it looks like, its habitat and what they eat.</p>	<p>Book- Superworm by Julia Donaldson</p> <p>What are the Superworm's powers? How do we know? Shared write putting this into sentences. e.g. This is Super Worm. His super power is.....</p> <p>Think about the other animals in the story. If they had super powers, what could they be? Discussion and shared write choosing 1 of the minibeasts to demonstrate how to create a super minibeast.</p> <p>Focused write- Design their own 'super minibeast' looking at the minibeasts' features and super skills/ powers.</p>

	End of the week- Read the story and comprehension questions.	<i>*make their own super veggie, describing it's super powers*</i>	on 1 each lesson, doing a shared write. Focused write- Children then write which real life superhero they would like to be and explain the reasons.		Activity as a whole class- read the animal words and match to the pictures.	e.g. This is Super Beetle. His super power is.....
Hook or experience linked to the book	Set up a scene where the vegetables have been trapped to lead into the prediction of the story and the police reports.		Transition morning- Friday 30 th June 9- 11.30am *Invite parents into school, to talk about their job roles and the skills they have to do-linked to jobs in the book Parents to explain their job role and super skills and children have to guess what their job role is. Tuesday 27 th June 1.30pm- Visit to St John's Church in Baildon	Transition morning- Wednesday 5 th July 9- 11.30am Parent Stay and Play- Friday 7 th July 2.30-3.20pm	Superhero day 'What's My Super Skill?' - children choose either a 'made up superhero' or a real-life superhero' to dress up as for the day Thursday 13 th July Reception assembly- Wednesday 12 th July 11am Family Picnic Day	*Additional Transition afternoon for new starters- Reception children to be out of the classroom 1.30-2.30pm Wednesday 19 th July
Outdoor Learning	RP- Science Experiment- What is the best material to make a super cape?	RS- Science Experiment- What is the best material to make a super cape?		RP- Science and literacy link- Exploring the natural environment...what lives underground and wriggles? Look at a worm and talk about its features. What is its habitat? Children to create their own wormery as a habitat for their own superworm.	RP- Science and literacy link- Exploring the natural environment...what lives underground and wriggles? Look at a worm and talk about its features. What is its habitat? Children to create their own wormery as a habitat for their own superworm.	
Mathematics	Find My Pattern- Doubling - Explain that 'double' means 'twice as many'. - Provide opportunities to build doubles using real objects and mathematical equipment. - Encourage the children to say the doubles as they build them e.g. Double 2 is 4 - Books- Two of Everything, Double the Ducks, Numberblocks series 2 episode 9.	Find My Pattern- Sharing and Grouping - Ask the children what 'sharing' means. Explain that sharing means each person having the same amount. - During snack time, encourage children to check that the items are equally shared. - Children should be given opportunities to	Find My Pattern- Even and Odd - Children will begin to understand that some quantities will share equally into 2 groups and some won't. - Provide opportunities where they will see that some quantities can be put into pairs. - Numberblocks Series 2 Episode 11 Odds and Even	Reasoning- Compose and Decompose - Explain that shapes can be combined and separated to make new shapes. - Provide opportunities where children can fit shapes together and break them apart and notice the new shapes that have been created. - Investigate how many different ways a shape can be built using smaller shapes.	Consolidating Key Skills Subitising Counting Composition Sorting and Matching Comparing and Ordering - Children need time and opportunities to engage in problem solving and develop their critical thinking skills. - Encourage the children to discuss different possible starting points. Children	Consolidating Key Skills Patterns and Relationships - Children should be given opportunities to explore and investigate relationships between numbers and shapes. - Children should continue to copy, continue and create a widening range of repeating patterns and symmetrical constructions.

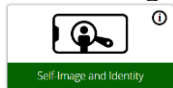
	<ul style="list-style-type: none"> - Provide dominoes and ask children to find the doubles. - Play doubles. Children roll 2 dice and they score a point each time they roll a double. The first to reach 3 points wins the game. - Have number shapes hidden around the outdoor area. Children to find a number shape and ask them to find another one the same to make a double. - Play snap or matching pairs to find doubles. - Provide large paper with a fold down the middle. Children make blobs on one side and fold the paper to make the doubles. 	<p>recognise and make equal groups.</p> <ul style="list-style-type: none"> - Show the children a bowl of strawberries. Explain that you are going to share them into 2 equal groups so there will be half for you and half for your friend. Put a handful on each plate. Is that correct? Demonstrate how to share equally. - Books- Bean Thirteen, The Doorbell Rang - Create a teddy bears picnic where children have to share out the food fairly to each teddy. 	<ul style="list-style-type: none"> - Books- One Odd Day, Underwater Counting - Ask 5 children to come to the front. Can we group the children into pairs? Does everyone have a partner? What could we do to solve the problem? - Ask children to build pair-wise patterns on the 10 frames and sort them into those which have 2 equal groups and those which have 2 unequal groups. - Outdoors-ask the children to get into pairs ready for a game. Are they able to? Does that mean that they are an even or odd number of players? How do you know? 	<ul style="list-style-type: none"> - Books- Jack and the Flum Flum Tree, Grandpa's Quilt - Show 2 right angled triangles that have been made from cutting a square in half. How many new shapes can they make by fitting the triangles together? Can they make shapes with 3/4 sides? - Use small square tiles, how many different squares and rectangles can they build? - In groups, using a numicon board, children roll a dice and place that numicon piece on the board. Each child places their piece on the board in a position. They have to work out how to fit the shapes together on the board without moving the previous shapes. <p>Digging Deeper-</p> <ul style="list-style-type: none"> - Provide a set of pattern blocks and challenge the children to build as many different triangles as they can. <i>Who can build the largest? Who can build the smallest? Why is your triangle different to your friends?</i> - Cut a star shape out of a piece of card. Using pattern blocks, children to work out how to fill in the star shape. Encourage them to talk about the shapes they choose and the orientation of them. 	<p>might need support to carry out their plans and to make adaptations as they go along.</p> <ul style="list-style-type: none"> - Books- Mr Grumpy's Outing, Billy's Bucket <p>Spatial Reasoning</p> <ul style="list-style-type: none"> - Children understand that they can make maps and plans to represent places and use these to see where things are in relation to others. - Provide a range of maps and plans for children to look at. - Go on a journey around the school grounds. Can they create a map of their journey? 	<ul style="list-style-type: none"> - Books- Pattern Fish, Pattern Bugs, Jamil's Clever Cat - Show the children a rabbit. How many ears do you see? Add another rabbit. How many ears now? Continue to add rabbits and count the ears each time. - Build a repeating ABBC pattern. Ask the children to describe and continue the pattern. Can they see what the unit of repeat is? <p>Use natural and loose materials to build repeating patterns outdoors.</p>
<p>Understanding the World</p>	<p>UTW- Explore the natural world around them.</p> <p>Look at a variety of everyday materials such as paper, card, metal, sponge etc.</p> <p>Describe the properties of each (hard, soft, flexible) and what they are used for.</p> <p>Which material would be best to use for a cape, why?</p>	<p>UTW- Explore the natural world around them.</p> <p>Recap different types of materials.</p> <p>If we wanted to make a shield to protect a superhero what would it need to be like? (hard, strong)</p> <p>Which materials would work for this?</p>	<p>UTW- Talk about members of their immediate family and community.</p> <p>-Name and describe people who are familiar to them.</p> <p>Send a crib sheet to parents before the lesson to fill in and bring back.</p> <p>Look through the sheet. What were your grown-ups like when they were</p>	<p>UTW- Compare and contrast characters from stories, including figures from the past.</p> <p>Helen Keller is a real life superhero. She isn't the type of hero with a cape and a mask. She is a real person who did something amazing to help people, this means that people call her a real life hero.</p> <p>Follow the powerpoint saved in the UTW folder to learn</p>	<p>UTW-Talk about members of their immediate family and community</p> <p>Talk about what they want to do when they grow up.</p> <p>Why do you want to do that job role?</p> <p>Will it be the similar skills that your grown-ups did/ do in their jobs?</p>	

		Let's look at some pictures of real shields (from the past and present) were we right?	younger? What did they enjoy doing? What did your grown-ups want to do when they were younger as a job? Is it different to what they do now?	about what Helen Keller did. Discuss how this happened in the past. There have been many real life superheroes, name some and what they have done. What is something you could do to become a real life superhero?	Take a picture of each child holding a whiteboard showing what job they would like to have when they grow up.	
Expressive Arts and Design	Painting and printing- using different tools to create the character of supertato on a paper plate. 	Painting and designing- a superhero mask 	Painting- repeating patterns on the stethoscope Joining materials- create a doctors stethoscope 	Designing- make fireman's helmet out of a paper plate 	Designing- make a superhero cape for Superworm 	Painting and designing- create their own superhero logo 

<p>RE</p> <p><i>Focus Question- What makes a good helper and who helps us?</i></p> <p><i>Religions- Christianity and Islam</i></p> <p><i>Vocabulary- help, helpful, emergency services, family, police, fire, doctor, teacher, vicar</i></p>	<p>Finishing off from last half term:</p> <p>What does it mean to belong to a place of worship?</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"> • 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. • 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? 	<p>Why do we need rules?</p> <p>What makes a happy classroom? What makes the children sad? How does behaviour affect the way we feel? What rules do we have to help everyone stay safe and happy in the classroom? Are there wider school rules? Are they different? Eg rules for the hall or the library areas? Discuss these with the children.</p> <p>What are the rules at home? You might like to start with meal times or bedtime routines. Where are the children allowed to play? What makes mummy/daddy cross?</p> <p>Talk about the ‘Golden Rule’ of treating others as you would like to be treated (versions of this are found in religions including Christianity, Islam, Sikhism as well as being a central rule for humanists.)</p> <ul style="list-style-type: none"> • Start by making a list of things children like others to do for/to them. What do they do for/to others? • Tell stories which exemplify the Golden Rule e.g. The Lion and the Mouse (Aesop), ‘The Good Samaritan’ and the story of Prophet Muhammad and the Bad Tempered Woman (see Anthology) 	<p>Who can we help at home and at school?</p> <p>What does being helpful mean? How do you help at home? Value all of the children’s contributions. If some children do not help – or are unable to express it – model how they could help. E.g. put the quilt tidy on their bed; put dirty pants and socks in the washing basket; put their cup by the sink for washing up etc. Show how the ‘Golden Rule’ means making an effort to be helpful to others. What would the world/school be like if everyone followed this rule?</p> <p>Model how to recognise and praise someone being helpful. On a large sheet of paper, put a photo of their classroom and ask the children to tell you what they can do to be helpful. Write their ideas down and stage the photos to go with it.</p> <p>Ask parents and grandparents to tell you/send photos of instances where the children have been helpful at home. Make a book for the reading corner. Use photos for an IWB powerpoint presentation to share with the children.</p>	<p>What makes a good friend? What are special friends?</p> <p>List our many different friends: adults and peers, in schools and out of school – perhaps using concentric rings. Discuss what makes a good friend by talking about our own friends and why they are a special friend to us.</p> <p>Make a class list of good qualities. Discuss how children can be a good friend to others and how they could make new friends. Encourage children to make friends with everyone in their class. Who do they know? Who might they make friends with?</p> <p>Tell a story of Jesus and his friends e.g. :</p> <ul style="list-style-type: none"> • Calling the disciples to be His friends and followers (Luke 5) • The Storm on the Lake (Luke 8) • The feeding of the 5000 (Luke 9) • Jesus and Zacchaeus (Luke 19) • Jesus’ friends were all different but all had special qualities to offer. Think, pair, share what the children found out about Jesus and his friends and how Jesus offered friendship to all kinds of people. 	<p>What do stories tell us about how we can care for others?</p> <p>Talk about how we care for others – even those who are not our friends. Link back to the rules for a happy class, and the golden rule. Jesus told stories to show how God cares for people. Tell the story of the Lost Sheep. This could be done using a story box with appropriate objects. Do the children think Jesus was right – should we try to care for everyone? Is this possible?</p> <p>Think of the questions they would like to ask the shepherd in the story. [A favourite question could form the focus for a class discussion or community of enquiry]</p>	<p>Who can we help in the world?</p> <p>Reflect on how we have done the below and other things throughout the year.</p> <p>Take as many opportunities as is reasonable for your school to draw the children’s attention to the wider world. This aspect of Community will need to be spread throughout the year and might include involving the children in:</p> <p>Children in Need:</p> <p>Red Nose Day:</p> <p>MacMillan Dance Day:</p> <p>Wear it Pink day:</p> <p>Kirkwood Hospice:</p> <p>Forget-me-not trust:</p> <p>Try to involve the children as much as possible in these events: either through your school council, or during My Money Week. Take photos to put into a book, or part of a display to remind children about what they have achieved on behalf of other people. Link to the value of money and that money is not a toy but to be respected.</p>
<p>Music</p>	<p>Assembly Practise- Share ideas of things done this year to incorporate into the assembly. Practise songs learnt so far.</p>	<p>Assembly Practise- Share lines for the assembly. Practise songs learnt so far.</p>	<p>Assembly Practise- Practise using the stage. Practise songs learnt so far.</p>	<p>Assembly Practise- Practise using the stage. Practise songs learnt so far.</p>		
<p>Computing</p>						
<p>Education for a connected world</p>	<p>On going through the year...</p> <p>Copyright and ownership</p> <p>-I know that work I create belongs to me.</p> <p>-I can name my work so that others know it belongs to me.</p> 					

Self-image and identity

-I can recognise that I can say 'no'/'please stop'/'I'll tell'/'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.



Computing- cross curricular

Maths Doubling game- <https://www.twinkl.co.uk/resource/butterfly-wings-doubling-game-tg-t-m>

Skill- To double numbers.

Phase 4 phonics game- <https://www.twinkl.co.uk/resource/level-4-phonics-hook-a-duck-reading-game-tg-t-e>

Skill- To read CCVC CVCC words.

Maths Odd and Evens- <https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even>

Skill- To recognise odd and even numbers.

People who help us game- <https://go.educationcity.com/content/index/42794/2/3/1/null/null/false/false/null/0>

Skill-To recognise significant people in the community.

Phonics- Tricky word pairs game- <https://www.twinkl.co.uk/resource/tg-ga-123-level-4-phonics-tricky-word-pairs-game>

Skill- To read phase 4 tricky words.

Maths Subitising game <https://www.twinkl.co.uk/resource/interactive-subitising-game-tg-au-n>

Skill- To subitise to 5.

Phonics phase 4 word builder game <https://www.twinkl.co.uk/resource/level-4-phonics-word-builder-game-tg-t-e>

Skill- To build CVCC and CCVC words.

Ideas for provision and challenges

Roleplay for the half term-

