

Lilycroft Primary School
Creative Curriculum Map 2023-24

RECEPTION	Autumn 1 7 Weeks	Autumn 2 8 Weeks	Spring 1 5 Weeks	Spring 2 6 Weeks	Summer 1 6 Weeks	Summer 2 7 weeks
Topic	Families People Who Help Us	Let's Celebrate!	Superheroes and Monsters	Minibeasts and Growing	My Manningham Homes, School, Places and Travel 150 Years of Lilycroft!	
Suggested Stories	Hello Friend Our Class is a Family Incredible You The Same But Different Too When I Grow Up Real Superheroes What People Do All Day	Maisy's Birthday What a Wonderful World Maisy Goes to a Wedding	Superworm Supertato Veggies How To Be a Superhero Kindness in My Superpower You Choose Be Who You Are	Little Red Hen Mad About Minibeasts The Hungry Caterpillar Jack and the Beanstalk Oliver's Fruit Salad	We're Going on a Bear Hunt In Every House In Every Street Martha Maps It Out	
Key Questions	Who looks after you at home, at school, in the community? What things do people do that are helpful/not helpful? What are our class rules? How can I keep myself safe in school and at home? How can I ask for help?	What is a birthday and why do we celebrate it? Why do some people celebrate Christmas? Why do some people celebrate Diwali? What celebrations are important to you? What happens on Bonfire Night? How do we keep safe on Bonfire Night?	What might a superhero look like? How might a superhero save someone? What superpowers might a superhero have? Who is your hero and why? How can I be a superhero?	What is a minibeast and where do they live? How are minibeasts different to each other? What is the life- cycle of a sunflower / butterfly / frog? What do plants need to grow? How can I make bread?	Where do I live? What can I see on my way to school? Where have I been in the world? Where can I go on a bicycle, in a car, on a train, on a boat, on a plane, walking? How can I get from here to there? What is a map?	

Characteristics of Effective Teaching and Learning		<p>Playing and Exploring – children investigate and experience things, and ‘have a go’</p> <p>Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>					
Communication and Language	Listening, Attention & Understanding	<p>Stories and rhymes – remembering what happened</p> <p>Carpet expectations</p> <p>Listening to and understanding simple instructions</p> <p>Listen to a story</p> <p>Beginning to engage in conversation</p>	<p>Following instructions and directions</p> <p>Stories and rhymes – remembering what happened</p> <p>Beginning to understand how and why</p> <p>questions</p> <p>Recounting familiar events</p>	<p>Retelling stories</p> <p>Non-fiction texts – new knowledge & vocabulary</p> <p>Asking relevant questions</p> <p>Listening to peers and responding appropriately</p> <p>Following 2 step+ instructions</p> <p>Prepositions</p>		<p>Continue responding to stories, rhymes, non-fiction texts</p> <p>Holding conversations with peers and adults</p> <p>Following more complex instructions</p> <p>Asking questions to clarify their understanding and gain more knowledge</p>	
	Speaking	<p>Speaking clearly</p> <p>Using correct tense</p> <p>Talking about families and people who help us</p> <p>Using language that reflects their experiences.</p>	<p>Topic based vocabulary</p> <p>Re-telling an event</p> <p>Narrative</p> <p>Talking in more complex sentences</p> <p>Talk through problems and challenges faced with</p>	<p>Narratives in play</p> <p>New vocabulary</p> <p>Sticking to a theme or intention</p> <p>Sequencing talk</p>	<p>Ask how and why questions</p> <p>Speaking in full complete sentences using conjunctions such as ‘and’ and ‘because’</p>	<p>Past, present and future tenses</p> <p>Offering explanations as to why things might happen</p> <p>Making use of recently introduced vocab</p> <p>Speaking in full complete sentences using conjunctions such as ‘and’ and ‘because’</p>	
Physical Development (PE)	Gross Motor Skills	<p>Moving and negotiating space (indoors and outdoors)</p> <p>Moving in different ways and balancing</p> <p>Large muscle movements</p> <p>Choosing right resources to carry out a plan</p> <p>Collaborate with others to move large items</p> <p>Music and movement – sequences and patterns of movements</p> <p>Walking up and down stairs confidently</p> <p>Large ball skills</p>		<p>Refining movement skills – rolling, crawling, walking, jumping, hopping, skipping, climbing</p> <p>Develop overall body strength</p> <p>Using knives and forks</p> <p>Develop good posture when sitting</p> <p>Confidently and safely using a range of large and small apparatus, indoors and outside</p> <p>Throwing and catching</p> <p>Changing speeds</p> <p>Balance</p>		<p>Ball skills – throwing, catching, kicking, passing, batting & aiming</p> <p>Team games – working as a team</p>	
	Fine Motor Skills	<p>Using tools safely (i.e. scissors,</p>	<p>Dressing and undressing for PE</p>	<p>Develop competent and safe use of</p>	<p>Further develop handwriting style –</p>	<p>Continue to develop handwriting style – fast, accurate and efficient – tripod grip in almost all cases</p>	

		pencils and paintbrushes) Using tools in the classroom and the outdoor area. Develop pencil grip Coats, shoes, hats and gloves	Fastening buttons and zips Further develop pencil control to form some recognisable letters Handling other tools safely	pencils, paintbrushes, scissors, spoons Eating independently Foundations of handwriting style – correct pencil grip and letter formed mostly correctly.	fast, accurate and efficient Correct pencil grip and letter formed mostly correctly Develop competent and safe use of knife and fork	Show accuracy and care when drawing and writing	
Personal, Social and Emotional Development (PSHE)	SCARF	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
	Self-Regulation	Settling in Making friends Feelings (own) Following very simple instructions	Solving conflicts Feelings (others and themselves) Following familiar routines and instructions	Being assertive Expressing feelings – Links to stories Conflict/ resolution Two step instructions	Compromise Other's perspectives Moderating feelings Waiting with patience Two step instructions	Working towards goals/ controlling impulses Begin to regulate own behaviour To set goals for themselves Focussed attention to what the teacher says	
	Managing Self	Working and playing in a new setting Selecting and using resources Understanding and following rules Expressing needs Toileting and hand washing Coat on and off	Continue with following rules Understanding consequences Being safe outdoors Managing school expectations Toileting Buttons and zips	Resilience and perseverance – challenge Dressing and undressing independently Eating independently – understanding of healthy eating	Resilience and perseverance – challenge Dressing and undressing independently Eating independently using a knife & fork - understanding of healthy eating	Reasons for rules – right from wrong Manage all basic hygiene and personal needs. Confidence to try new activities Resilience and perseverance in face of a challenge	
	Building Relationships	Settling in Building relationships with peers and adults in Reception Playing with and alongside others / taking turns Feelings (own)	Building relationships with unfamiliar people in school Solutions to conflicts and rivalries Feelings (others) Joining group play Turn taking	Continue Building relationships with unfamiliar people in school/visitors Negotiation and resolution Holding back and forth conversations Turn taking	Compromise Other's perspectives Respectful relationships Holding back and forth conversations Turn taking	Expressing own feelings and considering the feelings of others Respectful relationships Co-operative play – dealing and resolving conflicts	

	Comprehension	LW Reading Practice Sessions	LW Reading Practice Sessions	LW Reading Practice Sessions	LW Reading Practice Sessions	LW Reading Practice Sessions	LW Reading Practice Sessions
Literacy	Word Reading	<p>Little Wandle Phase 2</p> <p>Week 1 s a t p</p> <p>Week 2 i n m d</p> <p>Week 3 g o c k is</p> <p>Week 4 ck e u r l</p> <p>Week 5 h b f l the</p>	<p>Little Wandle Phase 2</p> <p>Week 1 ff ll ss j as</p> <p>Week 2 v w x y and has his her</p> <p>Week 3 z zz qu words with s /s/ added at the end (hats sits) ch</p> <p>go no to into</p> <p>Week 4 sh th ng nk she he of</p> <p>Week 5 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) we me be</p>	<p>Little Wandle Phase 3</p> <p>Week 1 ai ee igh oa</p> <p>Week 2 oo oo ar or was you they</p> <p>Week 3 ur ow oi ear</p> <p>my by all</p> <p>Week 4 air er words with double letters: dd mm tt bb rr gg pp ff</p> <p>are sure pure</p> <p>Week 5 longer words</p>	<p>Little Wandle Phase 3</p> <p>Week 1 review</p> <p>Phase 3: ai ee igh oa oo ar or ur oo ow oi ear</p> <p>Week 2 review</p> <p>Phase 3: er air words with double letters longer words</p> <p>Week 3 words with two or more digraphs</p> <p>Week 4 longer words words ending in –ing compound words</p> <p>Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/</p> <p>Review all tricky words taught so far</p> <p>Secure spelling</p>	<p>Little Wandle Phase 4</p> <p>Week 1 short vowels CVCC said so have like</p> <p>Week 2 short vowels CVCC CCVC</p> <p>some come love do</p> <p>Week 3 short vowels CCVCC CCCVC</p> <p>CCCVCC longer words</p> <p>were here little says</p> <p>Week 4 longer words compound words</p> <p>there when what one</p> <p>Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est out today</p>	<p>Little Wandle Phase 4</p> <p>Week 1 long vowel sounds CVCC CCVC</p> <p>Week 2 long vowel sounds CCVC CCCVC CCV CCVCC</p> <p>Week 3 Phase 4 words ending –s /s/</p> <p>Phase 4 words ending –s /z/</p> <p>Phase 4 words ending –es longer words</p> <p>Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/ –ed /d/</p> <p>Week 5 root word ending in: –er, –est longer words</p> <p>Review all tricky words taught so far</p> <p>Secure spelling</p>
	Writing	<p>Literacy Tree</p> <p><u>Theme:</u> Outside Inside</p> <p><u>Focus Books:</u> Where The Wild Things Are Anansi</p> <p><i>Own version 'wild thing' narratives:</i> Labels, captions, oral re-telling, developing a new character</p>	<p>Literacy Tree</p> <p><u>Theme:</u> Knowing Yourself</p> <p><u>Focus Books:</u> Look Up! Halibut</p> <p><i>Non-chronological reports:</i> Dialogue, diaries, re-telling, mini</p>	<p>Literacy Tree</p> <p><u>Theme:</u> Talents & Powers</p> <p><u>Focus Books:</u> The Magic Paintbrush Super Milly and the Super School Day</p> <p><i>Own version 'overcoming tales':</i> Thought bubbles, labels, oral retelling,</p>	<p>Literacy Tree</p> <p><u>Theme:</u> Sowing A Seed</p> <p><u>Focus Books:</u> The Tiny Seed Extraordinary Gardiner</p> <p><i>Advice leaflets:</i> Labels and captions, advice, retellings, writing in role, narrative letter</p>	<p>Literacy Tree</p> <p><u>Theme:</u> Strength of Mind</p> <p><u>Focus Books:</u> Weirdo Hairy Maclary</p> <p><i>Instructional guides to being brave:</i> Writing in role, letters, captions and labels, narrative retellings</p>	<p>Literacy Tree</p> <p><u>Theme:</u> Family and Friends</p> <p><u>Focus Books:</u> So Much Oi Frog</p> <p><i>Own 'So Much' narrative poems:</i> past tense sentences, writing in role, performance/narrative poetry</p> <p><i>Own version rhyming narratives:</i></p>

		Booklets about spiders: Labels & captions, call-and-response poems, descriptive posters, simple explanations	<i>autobiography, ship's log</i> Narrative sequels: Signs & labels, captions, invitations, thought bubbles, advertisements, letters of advice	<i>writing in role, thank you letters</i> Alternative character version: Letters of encouragement, a retelling, song, job applications	Narrative inspired by the original text: Labels, letters of advice, instructions, narratives	Alternative version narratives: character description, writing in role, letters, leaflets	<i>Rhyming flipbooks, questions, captions and labels</i>
Mathematics	Number	Teach numbers 0-5 (representations of these numbers) Subitizing to 5 Counting principles Counting out from a group and counting groups of objects Number songs and rhymes	Continue with numbers 0-5 (representations of these numbers) Subitizing to 5. Counting principles Counting out from a group and counting groups of objects Number songs and rhymes Adding and subtracting within 0-5 1 more/less 0-5	Teach Number 0-10 (mastery) Represent numbers up to 10 using fingers or other representations Count objects, actions and sounds to 10 Adding and Subtracting within 10 Counting principles		Teach 0-20. Counting to and beyond 20 Subitizing to 5/10 Number bonds to 5/10 Problem solving (vocabulary). Addition by counting on and back Doubling, halving and sharing	
	Numerical Patterns	Comparing groups of objects (more/less) Patterns		Patterns – Identifying mistakes Sharing quantities to 10 Odds and evens		Comparing quantities in different contexts 1 more/1 less	
	Shape, Space & Measures	2D shapes Positional Language Making simple patterns Time (routine)		Length, height, weight and capacity Distance and money through provision (shop role play) 3D shapes		Patterns recap (in depth) Time – measuring short periods of time (o'clock) 3D shapes	
Understanding the World (Science, History, Geography, RE	Past and Present	Our family (photos) Lives of people around them and roles in society Sorting past and present photos	Past and present Start to compare and contrast characters from stories,	Past and present Continue to compare and contrast characters from stories, including figures from the past	Old stories and new stories – traditional stories Easter - Visit to the Church	Comment on images of familiar situations in the past Pictures in chronological order Similarities and differences between things in the past and now Lilycroft 150 years celebration	

		Birthdays covered across the year	including figures from the past Diwali, Bonfire, Christmas	Chinese New Year		
	People, Culture and Communities	Our family (photos) Occupations (dentist, pharmacist, optometrist, headteacher, nurse, doctor & dinner lady) Differences Weather Chart Harvest	Explore and describe the immediate environment Different countries around the world Celebrations around the world Different beliefs Special community places	Simple maps Different beliefs Different countries around the world – similarities and differences between this life in this country and other countries		Explore and describe the immediate environment Simple maps Different beliefs Different countries around the world – similarities and differences between this life in this country and other countries
	The Natural World	Respect and care for the natural environment <i>Animals Including Humans</i> <i>* me and my body (senses)</i> <i>Seasons (Autumn)</i>	Autumn Walk in local area Respect and care for the natural environment <i>Everyday Materials</i> <i>* float/sink</i> <i>*light/dark</i> <i>Seasons (Autumn/Winter)</i>	Winter Walk in local area Environments different in other countries <i>Living things and their habitats</i> <i>*caterpillars - life cycle</i> <i>Seasons (Winter/Spring)</i>	Life cycles of animals and plants Observations and drawing pictures of animals and plants minibeasts Spring walk in local area Environments different in other countries <i>-Living things and their habitats</i> <i>*minibeasts</i> <i>-Plants</i> <i>*grow a seed</i> <i>Seasons (Spring)</i>	Know some similarities and differences between the natural world around them and contrasting environments <i>Animals Including Humans</i> <i>* familiar animals – pets, farm, local wildlife (British)</i> <i>Seasons (Spring/Summer)</i>
Expressive Arts and Design (Music, Art, DT)	Creating with Materials	Colour mixing Selecting and using tools effectively	Selecting materials for a purpose	Exploring colour and texture Focus on an artist	Choosing the right tools, materials and resources Constructing with purpose	

		Exploring materials <i>Marvellous Marks Self Portraits Artist: Van Gogh.</i>	Joining different materials & textures	Share ideas, resources and skills – create collaboratively <i>Colour splash Painting and mixed media</i>	Adapting work and experimenting with colour, design, texture, form and function Refining ideas Sharing their creations <i>Sculpture and 3D: Creation station</i>		
	Being Imaginative & Expressive	Singing across the year Instruments across the year Introduce Home Bay and ‘whatever you want to be area’ Music – listening to sounds and responding Colour and colour mixing	Exploring provision – making imaginative and complex ‘worlds’ Narratives in play Develop drawing skills	Develop narratives in play	Explore music and movement Perform songs, rhymes, poems and stories Invent, adapt and recount narratives		
	MUSIC (Charanga)	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
ICT/Computing		Technology: Introduce computers and Learnpads in the provision Logging on and off safely	Technology: Taking photos and video recordings of events Selecting technology for particular purposes		Technology: On-line safety Keeping safe whilst playing games on the internet		
PD – e.g Visits & Visitors		Family Types KCU – Anti-Bullying Visit Police Visit Fire fighters visit Nurse visit	Fire Safety Water Safety Bike Safety Stranger Danger Road Safety		<i>Zoo lab- minibeasts Caterpillars tadpoles</i>	<i>150 Year celebrations- picnic’s Lister park Cartwright Hall</i>	
Now>Press>Play		Autumn People who help us	Christmas Story	Winter	Spring minibeasts	Summer Transport	