
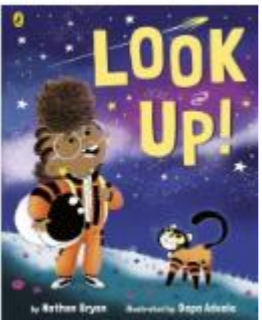
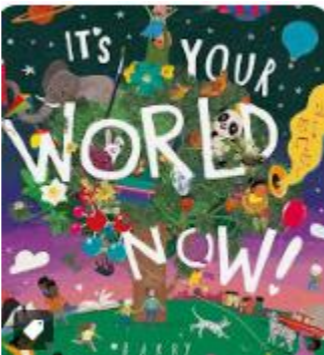

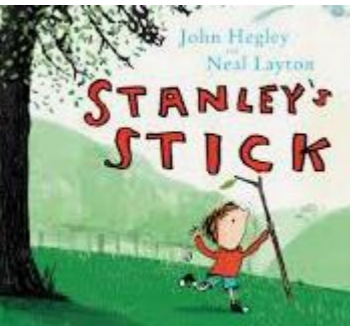


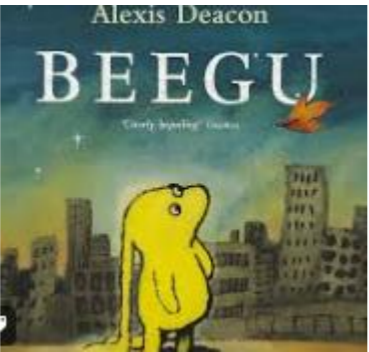

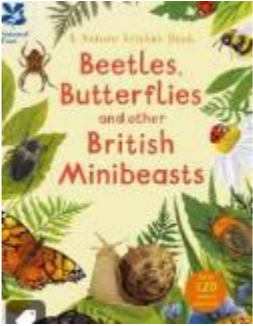





Reception- General Themes- These themes may be adapted at various points to allow for children's interests

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and My Community (My family, my friends, my home, people who help me)	Sensational Space (Planets, astronauts, rockets, aliens, stars, sun, moon)	Around the world (Food from around the world, tastings, traditions, colours, songs, dances, growing food to eat. What can we see, hear, taste, smell in these countries?)	Animals and their habitats (Minibeasts, insects, habitats,)	Tell a tale (Imagination, story-telling, role play, performance, acting, fairy tales)	On the beach (Adventures, traveling in different ways, family traditions)

Core Texts

The colour monster 	Look up! 	It's your world now! 	One day in our Blue Planet - In the Savannah 	Stanley's stick 	Splash! Anna Hibiscus! 
The colour monster goes to school 	Beegu 	Errol's Garden 	Beetles, Butterflies and other British Minibeasts 	One day on sudden hill 	Clean up! 
We're going to find the monster 					



Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn	Spring	Summer
<p><u>Listening, Attention and Understanding</u></p> <p>I can listen to stories carefully. I can listen to simple instructions then carrying them out. I can maintain attention during Carpet sessions for 15 minutes I can understand prepositions. I can follow a two-part instruction.</p> <p><u>Speaking</u></p> <p>I can talk about what we are doing. I can ask simple questions. I can learn new simple daily vocabulary. I can develop social phrases. I can use talk to share experiences.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>I can listen attentively in a range of situations. I can maintain attention for around 20 minutes during an adult-led carpet session. I can listen in a group and talk about what I have heard. I am beginning to understand a simple joke. I can understand meaning of new vocabulary given.</p> <p><u>Speaking</u></p> <p>I can ask and answer questions. I can use past, present and future tenses. I can use words first & next when retelling a story. I can make up narratives when role playing. I can describe events in some detail. I can try to use new vocabulary in play using vocabulary to link things.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>I can listen attentively and responding to what I hear with relevant answers in a range of situations. I can make comments and ask questions to clarify my understanding. I can hold conversations with back-and forth exchanges.</p> <p><u>Speaking</u></p> <p>I can participate in discussions, offering their own ideas. I can offer explanations for why things might happen. I can express ideas and feelings using full sentences. I can use past, present and future tenses correctly. I can use conjunctions when speaking.</p>



Key Vocabulary		
<p>Help, kind, helpful, Autumn, harvest, hunt, maps, searching, setting, characters, days of the week Solar System, Sun, Planets, Atmosphere, orbit, Earth, comet, Moon, Star, day and night, space, Telescope, Winter</p>	<p>World, travel, countries, continents, culture, different, designing, hear, see, smell, touch, feel, author, illustrator, predict, minibeast, insect, life cycle, habitat, Spring, Savannah, shadows, sunlight, air, temperature, water, time, animal names</p>	<p>imagination, pretend, floating, sinking, materials, magnetic, non-magnetic, similarities, differences Summer, adventure, traveling, traditions</p>
Personal, Social and Emotional Development		
<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
Autumn	Spring	Summer
<p><u>Self- Regulation</u></p> <p>I can maintain attention to what adult says. I can follow 2 step instructions I can recognise and understanding a range of own feelings.</p> <p><u>Managing Self</u></p> <p>I can follow to most rules and boundaries of the classroom.</p>	<p><u>Self- Regulation</u></p> <p>I can link events (stories & real life) with feelings & discussing. I can wait with increased patience.</p> <p><u>Managing Self</u></p> <p>I can dress and undress independently.</p>	<p><u>Self- Regulation</u></p> <p>I can understand my own & others feelings and regulating behaviour accordingly. I can set and work towards simple goals. I can wait for what they want and control their immediate impulses. I can give focused attention what is said to them and responding appropriately even when engaged in activity. I can follow instructions involving several ideas or actions.</p> <p><u>Managing Self</u></p> <p>I am confidence to try new activities and showing independence.</p>



I can show some confidence to try new activities.
 I can communicate needs verbally (toilet, hurt, upset).
 I can manage own personal needs (Putting coat on and zipping up, washing hands, going to the toilet).
 I can understand the need to take risks in order to build resilience.
 I can share with some support.

Building Relationships

I can talk to adults and other children.
 I can talk about likes (play or do).
 I can ask other to play Taking turns games, with adult support

I can understand and discussing consequences of behaviour.
 I can be resilience and persevere when something is challenging.
 I can work on short activities independently.
 I can understand of belong to a community and that people belong to different communities.

Building Relationships

I can hold back and forth conversations. I can listen to ideas of peers and responding.
 I can show empathy in simple ways.
 I can show understanding of someone else's perspective in discussion.
 I can take turns without support.

I can know reasons for rules, know right from wrong and behaving accordingly.
 I can understand the importance of healthy food choices.

Building Relationships

I can work and play cooperatively and take turns with others.
 I can show sensitivity to their own and to others' needs.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



Autumn				Spring				Summer			
<p align="center"><u>Gross Motor</u></p> <p>I can move in different ways. I can chase and play running game. I can stop myself from bumping into others. I can jump from apparatus landing on two feet. I can sit properly for writing. I can push, pat, throw, catch and kick.</p> <p align="center"><u>Fine Motor</u></p> <p>I can use scissors. I can hold a pencil correctly. I can write some letters of my name. I can thread smaller objects. I can use tweezers to pick up smaller objects. I can use different tools (scissors, paintbrushes, pens, hammers or bricks) to make things. I can form some recognisable letters independently. I can draw.</p>				<p align="center"><u>Gross Motor</u></p> <p>I can confidently travel round, under, over and through balancing and climbing equipment. I can skip and hop. I can grasp and release with two hands (throw and catch a ball). I have fluency in movement when moving around a space. I can play outside team games such as football, hockey and basketball.</p> <p align="center"><u>Fine Motor</u></p> <p>I can form recognisable letters independently. I can manage own buttons and zip when dressing/undressing. I can use a variety of tools with some accuracy. I can throw and catch smaller balls (aiming). I can write my name.</p>				<p align="center"><u>Gross Motor</u></p> <p>I can negotiate space and obstacles safely. I have Strength, balance and coordination. I can move energetically - running, jumping, dancing, hopping, skipping and climbing.</p> <p align="center"><u>Fine Motor</u></p> <p>I can hold a pencil effectively using the tripod grip. I can use small tools - scissors, paintbrushes and cutlery with more confidence and accuracy. I can show accuracy and care when drawing.</p>			
Gym	Multi skills	Dance	Games	Gym	Striking games	Ball skills	Athletics/ Multi skills	Multi skills	Striking games	Gymnastics	Aiming games

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs



together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Autumn	Spring	Summer
<p style="text-align: center;"><u>Comprehension</u></p> <p>Sharing high-quality stories and poems, focussing on high-quality language with children through daily-story time and core texts.</p> <p>Reinforce/recap the key concepts of print:</p> <p style="padding-left: 40px;">Print has meaning Print can have different purposes Page sequencing</p> <p>We read English text from left to right and from top to bottom)</p> <p style="padding-left: 40px;">I can talk about key events in stories. I can talk about the stories using some new vocabulary. I can share a range of stories, rhymes, poems and fact books.</p> <p style="text-align: center;"><u>Phonics Word Reading</u></p> <p style="padding-left: 40px;">I can hear initial sounds in words. I can orally blend and segment CVC words. I can match most Phase 2 Phonemes to the Graphemes I am beginning to blend CVC words. I can recognise own name.</p>	<p style="text-align: center;"><u>Comprehension</u></p> <p>Sharing high-quality stories and poems, focusing on high-quality language with children through daily-story time and core text.</p> <p style="padding-left: 40px;">I can sequence a familiar story using images and objects. I can re-tell a story to another person using the book or images. I can make simple predictions. I can use the language from a story within role play and discussions</p> <p style="text-align: center;"><u>Phonics Word Reading</u></p> <p style="padding-left: 40px;">I can match all phase 2 and some phase 3 sounds to their graphemes. I can blend VC/CVC words. I can read common exception words from Phase 2/3. I am beginning to read simple sentences and phrases matched to phonic knowledge.</p>	<p style="text-align: center;"><u>Comprehension</u></p> <p>Sharing high-quality stories and poems, focusing on high-quality language with children through daily-story time and core text.</p> <p>I can retell stories and narratives using own words and recently introduced vocabulary. I can anticipate key events in stories. I can use and understanding new vocabulary during discussions about stories, non- fiction, rhymes and poems and during role play.</p> <p style="text-align: center;"><u>Phonics Word Reading</u></p> <p style="padding-left: 40px;">I can say a sound for each letter in the alphabet and at least 10 digraphs. I can read words consistent with their phonic knowledge by sound-blending. I can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>



<p><u>Writing</u></p> <p>I can mark make with fingers (lines, zigzags, circles) I can use make marks tools such as sticks in mud, large paint brushes in water, in the air with ribbon sticks, on the floor with large chalk. I can write some letters from my name. I can give meaning to marks.</p>	<p><u>Writing</u></p> <p>I can form recognisable letters (linking to sounds learnt so far).</p> <p>I can form all letters of the alphabet correctly. I can link all phase 2 phoneme to grapheme. I can segment sounds. I can write CVC words that can be read by others. I can attempt to write simple captions/sentences.</p>	<p><u>Writing</u></p> <p>I can write recognisable letters, most of which are correctly formed. I can spell words by identifying sounds in them and representing the sounds with a letter or letters. I can apply some phase 3 sounds to writing. I can write simple phrases and sentences that can be read by others.</p>
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Traditional/alternative Tales

Jack and the beanstalk	Armadily Chilli (Little Red Hen)	Goldilocks and just the one bear	Three Billy Goats Gruff	The wolfs story: What really happened to Little Red Riding Hood	The Ugly duckling
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Rhymes & Poems

If you're happy and you know it Roly poly 5 sticky lollipops The wobbling race	Zoom, Zoom, Zoom When Santa got stuck up the chimney Come Mr Tally Man Rickety Train Ride	Clap your hands and wiggle your fingers What's for dinner? Can you copy me?	There's a worm at the bottom of my garden 5 Cheeky monkeys jumping on the bed Busy day	Wind the bobbin up Spaghetti, Spaghetti Message in a bottle	There are big waves Frere Jacques Down in the jungle
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Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for practice counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn	Spring	Summer
<p style="text-align: center;"><u>Number</u></p> <p>I can use the vocabulary - more, less and the same. I can count actions as well as objects up to 5. I can count to 10 by rote using actions and songs. I can count with 1:1 correspondence up to 5 objects. I can subitise up to 3. I can match number 1-5 to quantities. I know last number signify how many in a group. I can count reliably using 1:1 correspondence to five. I can count by rote above 10 count things that cannot be seen, for example claps or jumps. I can recognise numerals in the environment such as my door number. I can recognise numerals to five and match to their quantity. I can subitise to 3. I can order numbers to 10. I am beginning to understand the concept of adding and subtracting within 5. I can recall number bonds to 5.</p> <p><u>Numerical Patterns/ Shape, space and measure</u></p>	<p style="text-align: center;"><u>Number</u></p> <p>I can count back from 10. I can match the correct numeral to as group of objects from 1 - 5 and am beginning to extend that to 1 - 10. I can begin to estimate and count to check. I can subitise to 5. I can say one more or one less when you give me a group of up to 10 things. I can mentally recall number bonds to 7</p> <p><u>Numerical Patterns/ Shape, space and measure</u></p>	<p style="text-align: center;"><u>Number</u></p> <p>I have a deep understanding of number to 10, including the composition of each number. I can subitise (recognise quantities without counting) up to 5. I have automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns/ Shape, space and measure</u></p>



<p>I can compare between objects relating to length, size, weight, capacity with adult support.</p> <p>I can explore time.</p> <p>I can explore money.</p> <p>I can describe positional language such as on top and under.</p> <p>I can compare numbers and use vocabulary including more, less, few, same as.</p> <p>I can make a pattern.</p> <p>I can recreate a pattern.</p> <p>I can recognise missing numbers within a number line to five.</p> <p>I can name some common 2D and 3D shapes such as circle, square, cube.</p>	<p>I know which group has got more or fewer things use vocabulary such as 'more' 'add' 'less' 'take away' equals.</p> <p>I can measures use the language of measurement to order and compare for example tall, taller, tallest.</p> <p>I can talk about the routine of the day, days of the week, months of the year and beginning to understand the concept of time.</p> <p>I can explore and add to patterns that have two or three repeating items for example stick, leaf, stick, leaf or stick, leaf, stone, stick, leaf, stone.</p> <p>I can recognise and name typical shapes. distinguish between 2D and 3D shapes.</p> <p>I can begin to identify properties such as sides. I can find shapes hidden in other shapes e.g., 2 triangles in a square.</p>	<p>I can verbally count beyond 20, recognising the pattern of the counting system.</p> <p>I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. I can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn

Spring

Summer

Throughout the year and in outdoor provision, including wider outdoor spaces such as the secret garden, pond and allotment.

- Children will play, explore and observe during different seasons/weather.
- Changes in our environment related to weather e.g. snow/ice melting, Autumn, Spring etc
 - Observe living things, including decay and regrowth.
 - Collect and handle natural objects.
 - Talk about where we live, our community and environment.
 - Cooking/exploring changes in state/materials.
- Observe and measure changes in materials when combined, heated or cooled.
 - Experiment with and utilize different materials.



UW The Natural World (Science and Geography)

I can explore sound through music.
 I can listen to sounds outside and identify the source.
 I can make sounds.
 I can describe people (humans) who are familiar to them.
 I can talk about members of their immediate family and community.
 I can observe seasonal change and handle natural objects.
 I am beginning to learn about the Solar System and stars.
 I am beginning to learn about space travel.

UW Past and Present (History)

I can remember and share times that are special to me (Celebrations).
 I am beginning to learn about historical event: The Moon Landing.
 I am beginning to learn about significant people - Neil Armstrong.

UW People, Culture and Communities (Geography and RE)

UW The Natural World (Science and Geography)

I can name and describe animals that live in different habitats.
 I can describe different habitats.
 I can notice and begin to explore shadows.
 I can experiment with making different shadows.
 I can observe forces in action - for example, wind, rolling tyres, develop understanding of force through play.
 I can share ideas around surfaces, changing forces.
 I can plant flowers and plants.
 I know what plants need to grow.

UW Past and Present (History)

Observe and discuss growth and changes over time -
 Link to the life cycle of plants/ caterpillars.

UW People, Culture and Communities (Geography and RE)

I can discuss family's country/countries and culture.

UW The Natural World (Science and Geography)

I can explore how objects move in water -Floating and sinking.
 I can create habitats in the outside classroom and the secret garden.
 I can explore different materials and test them to see if they are magnetic.

UW Past and Present (History)

I can explore and talk about Traditional Tales.
 Differences between life in traditional tales and today (clothes, no technology, jobs)

UW People, Culture and Communities (Geography and RE)



Wessex Gardens Primary School – Reception Curriculum Map 2024– 2025



<p>I can explore my own environment (our learning environments).</p> <p>I can locate areas of learning and places in school.</p> <p>I can talk about familiar places like the shops, parks and libraries.</p> <p>I can create simple maps.</p> <p>I can talk about the people who help us - within school and experiences from outside.</p> <p>I can begin to recognise that others have different cultures or beliefs.</p> <p align="center"><u>Technology (Computing)</u></p> <p>I can operate simple equipment.</p> <p>I can use a remote control.</p> <p>I can use touch screen devices.</p>	<p>I can talk about members of their family in relation to culture.</p> <p>I can learn about different places of worship familiar to them - Church, Mosque, Synagogue.</p> <p>I can recognise that others have different cultures or beliefs.</p> <p align="center"><u>Technology (Computing)</u></p> <p>I can keep safe online.</p> <p>I can complete a simple programme interact with age-appropriate. software. I can create a picture on a screen or take photos or videos using a tablet.</p> <p>I know information can be retrieved from digital devices and the internet.</p>	<p>I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts.</p> <p>I know some similarities and differences between the natural world around them and contrasting environments.</p> <p align="center"><u>Technology (Computing)</u></p> <p>I can use the internet with adult supervision to find and retrieve information of interest to them.</p> <p>I can develop digital literacy skills by being able to access, understand, and interact with a range of technologies computer, phone, camera, iPad, laptop and tv)</p> <p>I can select and use technology for different purposes.</p> <p>I can recognise how to make things happen within software.</p>
<p align="center">Expressive Arts and Design</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>		
<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>
<p><u>EAD Creating with Materials/ Being Imaginative and Expressive (ART) (D&T)</u></p>	<p><u>EAD Creating with Materials/ Being Imaginative and Expressive (ART) (D&T)</u></p>	<p><u>EAD Creating with Materials/ Being Imaginative and Expressive (ART) (D&T)</u></p>



<p>I can describe what happens when media are combined.</p> <p>I can explore and mix primary colours (Red, Blue Green).</p> <p>I can mix two different colours and naming some secondary colours (purple, pink).</p> <p>I can choose and name materials that will use for a picture.</p> <p>I can use bricks/ blocks/recyclable materials to make things.</p> <p><u>Cooking (D&T) (Science)</u> Changing Materials - cooking</p> <ul style="list-style-type: none"> • pizza • cheese straws • cake pops (Christmas Fair) • biscuits 	<p>I can choose resources I need to make something.</p> <p>I can adapt ideas if something doesn't work.</p> <p>I can refine ideas and improve designs.</p> <p>I can use a variety of tools and materials to fix or join things.</p> <p>I can safely choose and using the correct tools for a purpose.</p> <p>I can experiment with different materials to achieve a planned effect</p> <p><u>Cooking (D&T) (Science)</u> Changing Materials - cooking</p> <ul style="list-style-type: none"> • Ginger biscuits • Toast • Banana muffins • Pancakes 	<p>I can safely use and explore a variety of materials, tools and techniques.</p> <p>I can experiment with colour, design, texture, form and function.</p> <p>I can share my creations and explain the processes used.</p> <p>I can make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Cooking (D&T) (Science)</u> Changing Materials - cooking</p> <ul style="list-style-type: none"> • Fruit jelly • Apple crumble • Chocolate chip muffins • Vegetable puffs
<p><u>EAD Creating with Materials/ Being Imaginative and Expressive (Music)</u></p> <p>I can sing a range of well-known (core) nursery rhymes and songs.</p> <p>I can experiment and create in response to music and ideas using musical instruments.</p> <p>I can make up a simple song.</p>	<p><u>EAD Creating with Materials/ Being Imaginative and Expressive (Music)</u></p> <p>I can use imagination to make comments about music for example 'this music sounds like an elephant stomping'. I can sing a variety of songs in a group or alone use my voice in different ways (high/low, loud/quiet, fast/slow).</p> <p>I can recognise different beats use actions to accompany a song name some musical instruments.</p>	<p><u>EAD Creating with Materials/ Being Imaginative and Expressive (Music)</u></p> <p>I can sing a range of well-known nursery rhymes, poems and songs (Reception core ones)</p> <p>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

Weekly Da Capo sessions



Wessex Gardens Primary School – Reception Curriculum Map 2024– 2025



<p>Firefighter Visit Parent visitors (People who help us)</p>	<p>Remembrance Day assembly Panto Christmas Nativity Santa visit</p>	<p>Parents sharing (stories, dances and songs)</p>	<p>Animal visit Caterpillars Weather experiments</p>	<p>Theatre workshop Parent storytellers</p>	<p>Beach day (in school) Topsy Turvy End of Reception show</p>
Seasons, Celebrations and other religions					
<p>Autumn Harvest Book fair World mental health day</p>	<p>Guy Fawkes/Bonfire Diwali Hanukkah Christmas Winter disco</p>	<p>Lunar New Year National Storytelling week World Book Day Pancake Day (Shrove Tuesday)</p>	<p>Easter Ramadan Mother's Day St Patricks Day</p>	<p>Eid Ramadan World Environment Day</p>	<p>Summer fair Father's Day</p>