**Long Term Reception Curriculum Map**

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|  | **Autumn 1** **People Who Help Us** | **Autumn 2** **Let’s Celebrate!** | **Spring 1****Stories and Rhymes** | **Spring 2****Super Stories****Growth** | **Summer 1****Amazing Animals**  | **Summer 2****Journeys/ Fun at the Seaside / Pirate** |
|  | Starting schoolDinosaurs**People Who Help** us Harvest Autumn | **Celebrations**Birthdays / Baptism WeddingPenguinsDiwaliBonfire NightNoctural animals Arctic/Antarctic/Winter / Christmas  | **Stories and Rhymes**Chinese New YearTeddy Bears PicnicSigns of Spring | Stories from famous authors Life CyclesPancake DayEaster StoryPlanting- Science Week - Growth | PetsAnimals in the gardenFarm AnimalsWild Animals / ZooJungle | PiratesMermaidsRockpoolsLocal Area – BeachTravelling to different placeHealthy Eating WeekRecycling- beachSummer |
| Stories- Progress between Nur Rec | **How do Dinosaurs go to school?****Harry and the Dinosaurs go to School****Emergency**Ness the Nurse PC and the horseMy Mummy is a Firefighter**Oliver’s Vegetables** Fruit Salad Conkers BonkersLittle Red Hen | **Puddles Baptism****Lost and Found****Peace at Last****Penguin Small**Shark in the Park on a windy dayMeg and MogGolden Domes Silver Lanterns Christmas StoryStickman**Ridiculous** **The Snowman**Jolly Christmas Postman**The Nativity Story** | **Once Upon a Time****Gingerbread Man****Goldilocks****Red Riding Hood****Princess and the Pea**The Three Little Pigs**Hansel and Gretel****The Three Billy Goats Gruff** (connections with understanding Christianity for Easter) | **The Gruffalo****Squash and Squeeze** **Pants****The Selfish Crocodile**Duck in the truck Pig in the PondFarmer DuckThe Tiny SeedRuth Brown??**Jaspers’ Beanstalk**Jack and the Beanstalk **Jack and the Meanstalk**Sam’s Sunflower Non-Fiction books plants / life cycles | Pets / Animals around home**The Great Pet Sale**Dear ZooSix dinner sidSome dog doDoggerMy Cat Likes to Hide in boxesFarm Pig in the pond**Farmer Duck**What the Ladybird HeardWild animals- Jungle**Rumble in the Jungle**Walking through the jungle. Selfish CrocodileElmerHanda’s SurpriseThe Jasmine SneezeNon-Fiction books | Grandma JourneyTrain RideSinging Mermaid Night Pirates**Pizza for pirates****What happened to you?** **Commotion in the Ocean**Duffy the TurtleGrandma JourneyTrain Ride**Where are you in the World?** |
| Experiences | Autumn WalkHarvest FestivalTasting Different FoodVisit from Police officer | Fire BrigadeIce- freezing and meltingMake fire and toast MarshmallowsMaking firework biscuitsMaking bread / soup | Spring WalkLocal Park- Teddy Bear PicnicMake PorridgeMake Chinese stir fry | Planting Sunflower / Bean.  | Hall Hill FarmMaking Biscuits | Trip to the Beach |
| Reception Passport booklet- Experiences children should have | Self portraitLeaf rubbingGo on Autumn walkVisit place of worship Taste new fruit | Post a letter | Make a sandwichRetell a story to an audiencePerform a songTeddy Bear’s Picnic | Plant bulbsTake a photo | Fly a kiteSearch for butterfliesMeet a friend’s pet | Trip to Farm?Make a paper boatMake a treasure MapDress up as a pirateLook where you live on map |
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| **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.**Children will be given opportunities to: talk about experiences that are familiar to them; What are your passions / goals / dreams; Sharing facts; Shared stories; Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”; Developing vocabulary; Following instructions; Ask and answer who, what, where, why questions; Learn rhymes, poems and songs; Express a point of view. |
| **Physical Development**Gross and Fine Motor Skills | 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 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.** |
| To take care of toileting needs independently. To begin to show a preference for a dominant hand. To climb apparatus safely.To begin to show awareness of moving equipment safely with peers. To know about personal hygiene and the importance of being clean and tidy. To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers | To copy dance moves (Zumba) and to move to different kinds of rhythms. To use mark making resources with increasing independence. To mark make in sensory trays and also copy different patterns.To experiment with scissors, snipping at paperTo hold jugs and containers confidently and pour from one container into another.To independently put on their coats, with some support for the zipper and buttons. To show independence in self help skills such as toileting and dressing | To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. To mark make using a comfortable grip when using pencils and pens. To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills | To hold the pencil correctly using a tripod grip.To begin to form numbers and familiar letters, e.g. letters in their name. Using balancing apparatus. To mark make using a comfortable grip when using pencils and pens | To hold the pencil confidently, using the tripod grip and forming letters and numbers, sometimes correctlyTo be able to use scissors confidently and make straight, and circular snips using one hand. To run skilfully and be able to negotiate space. To mark make using a comfortable grip when using pencils and pensTo show awareness of healthy food choices and impact on our body.  | To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. To independently write their name. To confidently use scissors and other tools safely.  |
| **Personal, Social and Emotional Development**PSHE / RSHEThroughout the year we encourage the children to become independent, develop responsibility, make choices and express views and talk through disagreements.  | **Being Me in My World**-Who me?- How am I feeling today?- Being at Nursery/School-Gentle hands-Our rights-Our responsibilitiesOnline SafetyPersonal Hygiene – toilet/ teeth / sleeping in own bedRoad safety – balance bikes Naming emotions, Healthy food- Harvest | **Celebrating Differences** - What I am good at?-I’m Special, I’m Me.- Families-Houses and homes- Making Friends- Standing up for yourselfSpecial times we spend with families- celebrations – birthday, Christening, Marriage sharing lifeAccept differences | **Dreams and Goals**- Challenge-Never giving up-Setting a goal- Obstacles and support-Flight to the future-Awards ceremony Safety internet DaySafety with morals in story – don’t talk to strangers / not going into people’s houses. Mental Health Week | **Healthy Me**-Everybody’s body-We like to Move it, move it- Food Glorious food- Sweet dreams-Keeping clean- Stranger DangerImportance of exercise | **Relationships**- My Family and Me!-Make friend, Make friends, never ever break friends! (p1)- Make friend, Make friends, never ever break friends!- Falling out and bullying - Falling out and bullying Being the best friend you can be | **Changing Me**-My body-Respecting my body-Growing up-Growth and change (F1)-Fun and Fears (F2)-Fun and fears- CelebrationSun safety / water safety |
|  | Rules, friend, share Like, not like, sorry, family, same different. Happy sad see hear smell taste feel, washing brushing teeth  | Angry upset scared | Danger, emergency, help | Privates, no, secrets, vulva, penis, testicles |  | Good touch bad touch private |
| RE- Understanding Christianity  | God & CreativityF1 Why is the word God so important to Christians? God is a creator- created in 6 days- God is VIP. God is the giver of life. The Precious Pearl story. The bible, Lord’s prayer- honour God name – God is the king of the world. F4 Being special: where do we belong? Looking after Gods world- community. People who help us. Harvest- A wet and windy Harvest for Puddles. Thanking God.  | Baptism – God welcomes us all. Understanding Christianity – Giving thanks to GodStories from the bible eg. Jesus healed a little girl, Jesus stopped a storm at sea, Jesus fed a great crowd, Jesus taught people about God.Birthdays- Jesus birthday- not just presents. Christmas F2 Why do Christians perform nativity plays at Christmas? F5 Which places are special and why? God is the light- topic related | F6 Which stories are special and why? Stories about Jesus and why he was so special. Jesus gave two great commandments: ‘Love God’ and ‘Love your neighbour as you love yourself.’ The two are inextricably linked. The story of the Good Samaritan (Understanding Christianity Salvation) | Jesus in the past(History)Easter StoryFeelings for different parts of the story. God forgives those who repent. Relate to the Three Billy Goats Gruff and building bridges.- cross = bridge to get to GodF3 Why do Christians put a cross in an Easter garden? How we celebrate Easter at home and churchThe meaning behind pancake day.  | F6 Which stories are special and why?  | F6 Which stories are special and why? Jonah and the Whale |
| Phonics  | Wk 2 start phase 2 Phonics letters s- lBlending and SegmentingBegin guided reading Wk 2 | Phase 2 phonics – ff-nkdouble lettersdigraphsWords ending in s z | Phase 3 Double lettersLonger words | Phase 3 Revisit Double letters Longer words Ing compound words. words ending in s es | Phase 4Short vowel cvccCcvc ccvcc cccvc cccvcclonger words compound words root words ing ed est | Phase 4 Long vowel cvccCcvc cccvc ccv ccvccLonger wordsRoot words ing edWords ending in s es |
| **Literacy**Comprehension, Word Reading and WritingWriting Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events. | Begin to write name. Writing initial letters – begin to write ‘it is ….’ Phrase. Writing about Dinosaurs- making the right choice. Writing about storiesWrite about what they have made / tasted. Make labels | Writing phrase. Begin to write cv and cvc words in sentence. Write about making a fire.Write about stories.  | Sequence and write about traditional stories. Begin to build words and tricky words.  | Begin to write sentences, reread own work. Begin to use digraphs. | Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Use tricky words in write. Write sentences idependently.  | Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. |
| ReadingBlend and segment orally. Recognise letter sounds from phonics and begin to blend to read | Begin to recognise digraphs and read words with digraphs. Begin to recognise phase 2 tricky words and some high frequency words | Begin to recognise digraphs / trigraphs and read words. Recognise phase 2 and begin to recognise phase 3 words. Read simple sentences.  | Recognise digraphs / trigraphs and read words. Recognise phase 2 and phase 3 tricky words. Read simple sentences.  | Recognise digraphs / trigraphs and read words. Recognise phase 2 and phase 3 tricky words. Become more fluently reading simple sentences.  | Read ccvc ccvcc cccvc wordsRead longer words | Read aloud books containing phase 2 and 3 words and also read ccvc ccvcc cccvc wordsRead Tricky words and high frequency words |
| **Maths** | Baseline Just Like Me It’s Me 123Light and DarkMatch sort and compareMeasure and plants | Circles and Triangles12345Shapes with 4 sides | Compare mass and capacityGrowing 6 7 8Building 9 10Length, time and heightOdd even double | Reinforcement 1-10.To 20 and BeyondOdd even double halfMeasurement – plantsExploring 3D shapes | To 20 and BeyondHow many now?Manipulate, compose and decomposeSharing and grouping | Find My PatternOn the moveVisual, build and mapMaking connections |
| **Understanding the World****The Natural World**Science | **Senses & Materials**- what you can see, hear, smell, taste, touch. Changes – seasons / cookingWashing hands- germs | **Light**Ice melting / freezingMagic potionsSeason | **Magnets**Changes in noodlesChanges in seasons. Make a boat to get across the riverFloating and sink | **Growth & Change** Changes eggsMelting ChocolateName parts of plant, plantingSeasons New life – life cycle chick Effects of exercise on body | **Living Things -**animals – baby animals Where do animals live? Habitat | **Being Healthy**Seasons |
| Science Vocabulary | Head, neck, body, eyes, eyebrows, ears, mouth, teeth, tongue, leg, knee, thigh, foot, face, nose, ourselves, senses (touch, see, smell, taste, hear), sounds, names of materials Baby, hair colour, eye colour, height, similarities, differences?Day / night | nocturnal,Temperature, freeze/freezing, Light, dark, lighter, darker, light source (various), shadow, brighter, reflect, torch, switch, shineSwitch, button, light, dark, lighter, darker, Day, night, Earth, space, moon, sun, star, rocket, | Magnet, push, pull, force, movement, attract, repel. | Leaf, flower, petal, fruit (including examples), vegetable (including examples), roots, seed, trunk, branch, stem, stalk, bud, light, temperature, watercool/cooling, heat/heating, melting, boiling, changing | Living, not alive, dead, habitats, energy, growth, woodland, pond,  | shadow, sun |
| History…and stories | My family, my house. Family Tree. Toys in past. Toy maker – Martin WaddellPassing of time in their life. Changes as they grow. TimingHow have fire-engines change over time. Florence NightingaleSeasons and changes | Stories from the past?- Guy FawkesCelebrations and order of events. Events celebrated annually – Remembrance Day Seasons and changes | Sequencing stories- passing of time Peepo Janet and Alan Ahlberg | People in the past – JesusChanges and growth- plants / life cycles of chickSeasons and changes- plantsJaspers Beanstalk- Timing – Days of Week | Timing – Days of WeekToday YesterdayChanges and growth- animalsDogger – Shirley Hughes | Local area – Seaton Carew past and present- changes. Seasons and changes |
| History Vocab | Change, Time- first, last, after that. in the end. Order / Sequence. Old / NewSame / differentLong time ago. ArtefactsBefore / AfterPast / PresentThen / Now |  |  |  |  |  |
| Geography.. and stories | Look at where they live- houseMap of Rosie’s walk |  | Map for Red Riding Hood |  | Draw a map of garden / habitat– finding minibeasts | Name things in the areaMap of area / Where we live in UKRecycling / Looking after our world.  |
| Geography vocab | House, park, map, shop, weather, seasons- autumn | Path, river, hill, mountain, forest, wood, globe, World, water | Flag, mapForest, wood, river/ stream, path – in stories. Meadow,  | Lake | Countryside, local, place, pond, | Building, shop, town, flag |
| **Expressive Arts and Design** Experiences | Drawing – marvellous marks.Wax crayons rubbing, self-portraits, collages.Self portraitHenri Matisse - Repeating collage patterns | Painting and mixed media – paint my world. Lesson 4: Collage and transient art. Lesson 5: Landscape collages. Lesson 6: Group art.Colour mixingDiva lampDesigning Christmas card. | Craft Design – lets get crafty. Lesson 3: Joining Materials. Lesson 5: Flower design.Lesson 6: Tissue paper flowersKandinsky Art project did tone and beach houses.  | Artist: Jackson Pollock Exploring dripping, pouring and splattering to create abstract art. Using hardened paint brushes, pipettes and spoons to splat paint. Space backdrops. | Sculpture and 3D – creation station.Lesson 1: Clay.Lesson 4: Designing an animal sculpture.Lesson 5: Creating an animal sculpture. Lesson 6: Painting an animal sculpture.Artist: Paul Klee - exploring 3D shape / pattern | Make a recycling model |
| DT | Use one-handed tools and equipment – scissors to cut out independently-Explore different materials freely, in order to develop their ideas about how to use them and what to make – emergency vehicle junk modelling; glue, hole punch, split pins, self-dispense sellotape, staplers, stringCan draw pictures and labels of their models in the construction areaDesign and make small worlds in line with topic-Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. | Talk about what they have made – construction, playdough, cards ect-Can adapt and change something they have made.-Work with a friend, sharing ideas.-Talk about what I have made and say why.-Have experiences of mixing, pouring, stirring and measure – cakes | Observe the effects of cooking - Chinese New Year cooking, porridge – healthy choices-Name and talk about different equipment -hob, wok, spatula ect-Use a variety of construction materials - joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces | Understand why they need a healthy, balanced diet – healthy and unhealthy food sort; growing vegetables; preparing and chopping vegetables; tasting-Have experiences of mixing, pouring, stirring and measure – pancakesObserve the effects of cooking – melting chocolate-Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel – growing and planting plants | -Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park – zoo-Know that some materials are better for building with than others. | - Handle objects and construction materials safely and with increasing control – large-scale ship-Explore different materials freely, in order to develop their ideas about how to use them and what to make – recycle project |