**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 school  Dinosaurs  **People Who Help** us  Harvest  Autumn | **Celebrations**  Birthdays / Baptism Wedding  Penguins  Diwali  Bonfire Night  Noctural animals Arctic/Antarctic/  Winter / Christmas | **Stories and Rhymes**  Chinese New Year  Teddy Bears Picnic  Signs of Spring | Stories from famous authors  Life Cycles  Pancake Day  Easter Story  Planting- Science Week - Growth | Pets  Animals in the garden  Farm Animals  Wild Animals / Zoo  Jungle | Pirates  Mermaids  Rockpools  Local Area – Beach  Travelling to different place  Healthy Eating Week  Recycling- beach  Summer |
| 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 horse  My Mummy is a Firefighter  **Oliver’s Vegetables** Fruit Salad  Conkers Bonkers  Little Red Hen | **Puddles Baptism**  **Lost and Found**  **Peace at Last**  **Penguin Small**  Shark in the Park on a windy day  Meg and Mog  Golden Domes Silver Lanterns  Christmas Story  Stickman  **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 Pond  Farmer Duck  The Tiny Seed  Ruth 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 Zoo  Six dinner sid  Some dog do  Dogger  My Cat Likes to Hide in boxes  Farm  Pig in the pond  **Farmer Duck**  What the Ladybird Heard  Wild animals- Jungle  **Rumble in the Jungle**  Walking through the jungle.  Selfish Crocodile  Elmer  Handa’s Surprise  The Jasmine Sneeze  Non-Fiction books | Grandma Journey  Train Ride  Singing Mermaid  Night Pirates  **Pizza for pirates**  **What happened to you?**  **Commotion in the Ocean**  Duffy the Turtle  Grandma Journey  Train Ride  **Where are you in the World?** |
| Experiences | Autumn Walk  Harvest Festival  Tasting Different Food  Visit from Police officer | Fire Brigade  Ice- freezing and melting  Make fire and toast Marshmallows  Making firework biscuits  Making bread / soup | Spring Walk  Local Park- Teddy Bear Picnic  Make Porridge  Make Chinese stir fry | Planting Sunflower / Bean. | Hall Hill Farm  Making Biscuits | Trip to the Beach |
| Reception Passport booklet- Experiences children should have | Self portrait  Leaf rubbing  Go on Autumn walk  Visit place of worship  Taste new fruit | Post a letter | Make a sandwich  Retell a story to an audience  Perform a song  Teddy Bear’s Picnic | Plant bulbs  Take a photo | Fly a kite  Search for butterflies  Meet a friend’s pet | Trip to Farm?  Make a paper boat  Make a treasure Map  Dress up as a pirate  Look where you live on map |
|  |  |  |  |  |  |  |
| **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 paper  To 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 correctly  To 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 pens  To 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 / RSHE  Throughout 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 responsibilities  Online Safety  Personal Hygiene – toilet/ teeth / sleeping in own bed  Road 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 yourself  Special times we spend with families- celebrations – birthday, Christening, Marriage sharing life  Accept differences | **Dreams and Goals**  - Challenge  -Never giving up  -Setting a goal  - Obstacles and support  -Flight to the future  -Awards ceremony  Safety internet Day  Safety 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 Danger  Importance 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  - Celebration  Sun 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 & Creativity  F1 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 God  Stories 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 Story  Feelings 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 God  F3 Why do Christians put a cross in an Easter garden?  How we celebrate Easter at home and church  The 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- l  Blending and Segmenting  Begin guided reading Wk 2 | Phase 2 phonics – ff-nk  double letters  digraphs  Words ending in s z | Phase 3  Double letters  Longer words | Phase 3 Revisit  Double letters  Longer words  Ing compound words. words ending in s es | Phase 4  Short vowel cvcc  Ccvc ccvcc cccvc cccvcc  longer words compound words root words ing ed est | Phase 4  Long vowel cvcc  Ccvc cccvc ccv ccvcc  Longer words  Root words ing ed  Words ending in s es |
| **Literacy**  Comprehension, Word Reading and Writing  Writing  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 stories  Write 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. |
| Reading  Blend 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 words  Read longer words | Read aloud books containing phase 2 and 3 words and also read ccvc ccvcc cccvc words  Read Tricky words and high frequency words |
| **Maths** | Baseline  Just Like Me  It’s Me 123  Light and Dark  Match sort and compare  Measure and plants | Circles and Triangles  12345  Shapes with 4 sides | Compare mass and capacity  Growing 6 7 8  Building 9 10  Length, time and height  Odd even double | Reinforcement 1-10.  To 20 and Beyond  Odd even double half  Measurement – plants  Exploring 3D shapes | To 20 and Beyond  How many now?  Manipulate, compose and decompose  Sharing and grouping | Find My Pattern  On the move  Visual, build and map  Making connections |
| **Understanding the World**  **The Natural World**  Science | **Senses & Materials**- what you can see, hear, smell, taste, touch.  Changes – seasons / cooking  Washing hands- germs | **Light**  Ice melting / freezing  Magic potions  Season | **Magnets**  Changes in noodles  Changes in seasons.  Make a boat to get across the river  Floating and sink | **Growth & Change** Changes eggs  Melting Chocolate  Name parts of plant, planting  Seasons  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, shine  Switch, 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, water  cool/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 Waddell  Passing of time in their life. Changes as they grow.  Timing  How have fire-engines change over time.  Florence Nightingale  Seasons and changes | Stories from the past?- Guy Fawkes  Celebrations 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 – Jesus  Changes and growth- plants / life cycles of chick  Seasons and changes- plants  Jaspers Beanstalk- Timing – Days of Week | Timing – Days of Week  Today Yesterday  Changes and growth- animals  Dogger – 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 / New  Same / different  Long time ago. Artefacts  Before / After  Past / Present  Then / Now |  |  |  |  |  |
| Geography  .. and stories | Look at where they live- house  Map of Rosie’s walk |  | Map for Red Riding Hood |  | Draw a map of garden / habitat– finding minibeasts | Name things in the area  Map of area / Where we live in UK  Recycling / Looking after our world. |
| Geography vocab | House, park, map, shop, weather, seasons- autumn | Path, river, hill, mountain, forest, wood, globe, World, water | Flag, map  Forest, 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 portrait  Henri 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 mixing  Diva lamp  Designing Christmas card. | Craft Design – lets get crafty.  Lesson 3: Joining Materials.  Lesson 5: Flower design.  Lesson 6: Tissue paper flowers  Kandinsky  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, string  Can draw pictures and labels of their models in the construction area  Design 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 – pancakes  Observe 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 |