



## LONG TERM CURRICULUM MAP RECEPTION

Themes	Autumn 1	Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Themes	All about me!	Hello Autumn!	Nocturnal Animals	Ice & Snow	Chinese New Year	People Who Help Us	New Life	Traditional Tales	Safari Adventure	Minibeasts	Summer Fun!
RE	Why is the word God so important to Christians? (Including Creation)	Why do Christians perform nativity plays at Christmas?		Being special – where do we belong?		Why do some Christians put a cross on their Easter garden?		Which places are special and why?		Which stories are special and why?	
Computing/ Internet safety	<b>Computing</b> Digital painting <b>Internet Safety</b> Self-Image & Identity	<b>Internet Safety</b> Online bullying Health, well-being & Lifestyle		<b>Computing</b> Data and information <b>Internet Safety</b> Privacy & Security		<b>Internet Safety</b> On-line Reputation On-line Relationships		<b>Computing</b> Programming A <b>Internet Safety</b> Copyright & Ownership		<b>Internet Safety</b> Managing online Information	
Communication and Language	<p>Listen to and talk about longer stories</p> <p>Pay attention to more than one thing at a time</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts</p> <p>Understand 'why' questions.</p> <p>Sing a large repertoire of songs and rhymes</p> <p>Talk about familiar books, &amp; tell a long story.</p> <p>Develop their communication skills</p> <p>Develop their pronunciation</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play.</p>			<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			<p>Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>				
Personal, Social and Emotional development	Being Me in My World 'Who am I and how do I fit?'	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique		Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this		Healthy Me Being and keeping safe and health		Relationships Building positive, healthy relationships		Changing Me) Coping positively with change	



Physical Development	<p style="text-align: center;"><b>Fine Motor Development</b> Dough Disco, Funky fingers, pencil grip/control</p> <p style="text-align: center;"><b>Gross Motor Development</b> Outdoor activities Movement Sessions Bikes /playtrail</p> <p style="text-align: center;"><b>Self-care Needs</b> Building independence to look after themselves</p>		<p style="text-align: center;"><b>Fine Motor Development</b> Dough Disco, Funky fingers, pencil grip/control using scissors and tools</p> <p style="text-align: center;"><b>Gross Motor Development</b> Outdoor activities Movement Sessions Bikes /playtrail</p> <p style="text-align: center;"><b>Self-care Needs</b> Building independence to clean and look after themselves</p>		<p style="text-align: center;"><b>Fine Motor Development</b> Dough Disco, Funky fingers, pencil grip/control Using scissors/tools and different media</p> <p style="text-align: center;"><b>Gross Motor Development</b> Outdoor activities Movement Session Bikes /playtrail</p> <p style="text-align: center;"><b>Self-care Needs</b> Continue to develop independence with self-care/exploring how our bodies change as we grow</p>	
	<p><b>Fundamentals Unit 1:</b> In this unit children will develop their fundamental movement skills through the topic of 'all about me'.</p> <p><b>Introduction to PE 1</b> In this unit children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'.</p>	<p><b>Fundamentals Unit 2:</b> In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'.</p> <p><b>Introduction to PE 2</b> In this unit children will be introduced to Physical Education and structured movement through the topic of everyday life.</p>	<p><b>Gymnastics Unit 1:</b> In this unit children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games.</p> <p><b>Ball Skills Unit 1</b> In this unit children will develop their ball skills through the topic of 'minibeasts'.</p>	<p><b>Dance Unit 1:</b> In this unit children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely.</p> <p><b>Ball Skills Unit 2</b> In this unit children will develop their ball skills through the topic of 'weather'.</p>	<p><b>Gymnastics Unit 2:</b> In this unit children will develop basic gymnastic skills through the topic of 'traditional tales'.</p> <p><b>Games Unit 1</b> In this unit children will develop their understanding of playing games through the topic of 'transport'.</p>	<p><b>Dance Unit 2:</b> In this unit children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely.</p> <p><b>Games Unit 2</b> In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'.</p>
Literacy	<p>Early reading skills</p> <p>Introducing Anima Phonics Phase 2</p> <p>Talking about picture books</p> <p>Mark Making opportunities indoors and outdoors</p> <p>Pencil control and grip</p> <p>Guided - Writing their name and initial sounds</p> <p><b>Key texts-</b> The colour Monster, Elmer, Little Red Hen, Blue Chameleon Bible-Creation</p>	<p>Blending sounds in words</p> <p>Anima Phonics -Phase 2/3</p> <p>Listening to stories and retelling them</p> <p>Independent writing and mark making in the continuous provision</p> <p>Pencil control and pencil grip continued</p> <p>Guided - Use phonic knowledge to begin write simple words</p> <p><b>Key texts –</b> Rama and Sita, Owl babies, The Gunpowder Plot, Percy the Parkkeeper stories Bible – Christmas Story</p>	<p>Beginning to read simple sentences using phonic knowledge</p> <p>Anima Phonics Phase 4</p> <p>Learning how to use an Information Book</p> <p>Independent writing opportunities</p> <p>Letter formation and pencil grip</p> <p>Guided -Use phonic knowledge to write in simple sentences using some punctuation</p> <p><b>Key texts –</b> Snow Bear, Non Fiction-linked to Ice and Snow, Chinese Zodiac Story</p>	<p>Read simple sentences and begin to read longer words using phonic knowledge</p> <p>Anima Phonics Phase 4</p> <p>Using information sources Independently writing in sentences</p> <p>Handwriting and letter formation</p> <p>Guided – writing in sentences beginning to use capital letters, finger spaces and full stops</p> <p><b>Key texts –</b> Pig in the Pond, Fred the Firefighter, Bible – Easter story</p>	<p>Read simple sentences with increasing fluency</p> <p>Anima Phonics Unit 5a</p> <p>Listening to stories, looking at similarities/differences and retelling them in different ways Independent writing opportunities</p> <p>Handwriting and letter formation</p> <p>Guided - Writing in full sentences using basic punctuation</p> <p><b>Key texts –</b> Gingerbread Man, Three Little Pigs, Goldilocks, Dear zoo, Monkey Puzzle</p>	<p>Read with increasing fluency</p> <p>Anima Phonics Unit 5a</p> <p>Explore features of non-fiction linked to minibeasts and life cycles Independent writing opportunities in the continuous provision</p> <p>Handwriting and letter formation</p> <p>Guided - Writing in full sentences – using 'and' to connect two parts of a sentence</p> <p><b>Key Texts –</b> Titch, Hungry Caterpillar, Lazy Ladybird</p>



<p>Maths (White Rose/Mastering Number</p>	<p><b>Match, sort and compare</b></p> <p><b>Subitising within 3</b></p> <p><b>Counting, ordinality and cardinality</b> Focus on counting skills</p>	<p><b>Composition</b> Explore how all numbers are made of 1's Focus on composition of 3 &amp; 4</p> <p><b>Subitising</b> Subitise objects and sounds</p> <p><b>Talk about Measures and Patterns</b></p> <p><b>Comparison</b> Of sets – just by looking/ use language of more than/fewer than</p>	<p><b>2D Shape</b> Circles and triangles and shapes with 4 sides</p> <p><b>Counting, ordinality and cardinality</b> Focus on counting skills and on the 'five-ness of 5' using one hand and the die pattern for 5</p> <p><b>Comparison</b> Comparison of sets – by matching use language more than, fewer than, an equal number</p> <p><b>Composition</b> Explore the concept of 'whole' and 'part' Focus on the composition of 3,4,and 5</p>	<p><b>Counting, ordinality and cardinality</b> Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20</p> <p><b>Subitising</b> Subitise within 5 focusing on die patterns Match numerals to quantities within 5</p> <p><b>Composition</b> Focus on 5,6,7 as '5 and a bit' compare sets and use language of comparison, more than, fewer than, an equal number to Make unequal sets equal</p> <p><b>Mass &amp; Capacity</b></p>	<p><b>Counting, ordinality and cardinality</b> Focus on the 'staircase' pattern and ordering numbers</p> <p><b>Length, Height and Time</b></p> <p><b>Comparison</b> Focus on the ordering of numbers to 8 Use language of less than</p> <p><b>Composition</b> Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts</p>	<p><b>Composition</b> Sorting numbers according to attributes – odd and even numbers Composition of '5 and a bit' Composition of 10</p> <p><b>Counting, ordinality and cardinality</b> Counting – larger sets and things that cannot be seen</p> <p><b>Subitising</b> Subitising – to 6 including in structured arrangements</p> <p><b>Comparison</b> Comparison – linked to ordinality Play track games</p> <p><b>3D shape Manipulate, compose, decompose</b></p>
<p>Understanding the World</p>	<p><b>Finding out about each other</b> – differences and similarities -learning new names</p> <p><b>Exploring our new environment</b> - talk about what they see. Understand the need to respect and care for the natural environment.</p> <p><b>'Now I'm at school'</b> – Compare ourselves as a baby to now' Talk about past – experiences – photos from summer time/holidays</p> <p><b>Kapow History</b> – Can you guess who? /Past and Present/My Life Timeline</p>	<p><b>Seasons (Autumn)</b> Understand the changes that occur in Autumn. Describe what they see hear and feel whilst outside. Discuss changes in light. Identify light sources -natural/man - made.</p> <p><b>Celebrations</b> Diwali/Christmas- Find out about India &amp; different cultures/festivals.</p> <p><b>Past Events</b> Learn about 'The Gunpowder plot' Take part in the Remembrance Service</p> <p><b>Kapow History</b> Spot the Difference</p> <p><b>Animals</b> Nocturnal animals &amp; animals that hibernate.</p>	<p><b>Seasons (winter)</b> What is happening now? Explore &amp; observe winter. Explore the effects of melting</p> <p><b>Antartic / Artic</b> Explore these contrasting environments and compare to our own environment Find out about a famous explorer- Ernest Shackleton</p> <p><b>Animals</b> Learn about different habitats- Artic/Antartic</p> <p><b>Celebrations</b> Chinese New Year finding out about different cultures and festivals</p> <p><b>Floating/sinking</b> Investigating materials to build a raft</p> <p><b>Snow Vehicles</b> Compare past and present.</p>	<p><b>Seasons (Spring)</b> What is happening now? Look for signs of spring. Start planting and growing. We are scientists - Investigate Bubbles (science day)</p> <p><b>Community</b> Find out about people in our community and their jobs Learn about firefighters in the past</p> <p><b>Celebrations</b> Explore why we celebrate Easter</p> <p><b>Kapow History</b> Family Tree / Treasure Box</p>	<p><b>Animals</b> Explore the differences of different animals and their habitats</p> <p>Look at how we can look after different animals</p> <p><b>Maps</b> Follow a simple map and create their own map of the zoo</p> <p>Create a story map for one of our traditional stories</p>	<p><b>Seasons (Summer)</b> What is happening now? Explore summer, make observations, take photos- Summer walk</p> <p><b>Lifecycles</b> How things change (caterpillar, frog)</p> <p>Care for our environment</p> <p><b>Titch</b> Bikes – look at our own bicycles and compare to bicycles in the past</p> <p><b>Kapow History</b> Toy Box/ Transport Through Time</p> <p><b>Transition</b></p>



	<p><b>My Favourite colour –</b> learning about rainbows. <b>Harvest Festival-</b> Why &amp; How do we celebrate?</p>		<p><b>Kapow History</b> My Achievements/ Picture Detective</p>		<p>How have we changed – ready for Year 1 moving on to a new class</p>
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Expressive Art and Design		<p><b>Charanga – Me!</b> Listening and responding to different styles of music. Improvising leading to playing classroom instruments</p> <p>Explore colour mixing Drawing our family Collage people Harvest artwork</p> <p>Role Play</p> <p><b>Kapow D&amp;T Structures: Junk Modelling</b> To explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</p>	<p><b>Charanga – My Stories.</b> Listening &amp; responding to different styles of music. Share &amp; perform the learning that has taken place</p> <p>Remembrance Day Song Christmas Play songs/dances /moves</p> <p>Autumn Trees Paper/felt poppies Chalk/ICT fireworks Rangoli Patterns Christmas Hats/cards/calendars</p> <p><b>Kapow Art Drawing: Marvellous Marks</b> Explore mark making. Beginning to draw from observation using faces &amp; self-portraits as a stimulus.</p> <p><b>Kapow Art Seasonal Craft Autumn Nature Wreaths</b> Children design &amp; make autumn wreaths.</p> <p><b>Kapow D&amp;T Seasonal Projects Autumn Hibernation Boxes</b> Children develop designs for a hedgehog hibernation box.</p> <p><b>Kapow Art Seasonal Craft Christmas Salt Dough Decorations</b></p>	<p><b>Charanga – Everyone!</b> Listening and responding to different styles of music. Singing and learning to play instruments within a song. Share and perform the learning that has taken place</p> <p>Winter torn trees Chocolate crispy cakes Chinese Dragons Chinese Lions Masks</p> <p><b>Kapow Art Seasonal Craft Winter Threaded Snowflakes</b> Children make pipe-cleaner snowflakes; applying skills with threading; choosing colours and shapes to create patterns.</p> <p><b>Kapow D&amp;T Structures: Boats</b> Children explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own.</p>	<p><b>Charanga – Our World.</b> Listening and responding to different styles of music. Play instruments within a song. Share and perform the learning that has taken place</p> <p>Mother's Day cards Easter cards Creating patterns with shapes</p> <p><b>Kapow Art Painting and mixed media: Paint my world</b> Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed media, making collages and transient art (focuses on the work of Megan Coyle).</p> <p><b>Kapow Art Seasonal Craft Easter Egg Threading</b> Children apply skills in threading wool; making choices about patterns and colours; creating hanging Easter decorations.</p> <p><b>Kapow D&amp;T Seasonal Projects Easter: Hanging egg decoration</b></p>	<p><b>Charanga – Big Bear Funk</b> Transitional unit. Listening and appraising to funk music. Learning to sing Big Bear Fun and revisiting other nursery rhymes and action songs. Riff-based composition.</p> <p>Gingerbread man decorating</p> <p><b>Kapow D&amp;T Textiles: Bookmarks</b> To develop and practice threading and weaving techniques. To look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmark.</p>	<p><b>Charanga – Reflect, Rewind and Replay</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p>Butterfly printing Symmetrical patterns</p> <p><b>Kapow Art Sculpture and 3D: Creation Station</b> Children to explore the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p> <p><b>Kapow Art Seasonal Craft Summer Salt Painting</b> Children paint imaginative designs with salt; experimenting with colour and texture; describing the processes they have used.</p>
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		<p>Children manipulate salt dough &amp; use a range of tools to create a Christmas decoration.</p> <p><b>Kapow D&amp;T Seasonal Projects Christmas Sliding Santa Chimney</b></p> <p>Children explore a simple paper slider mechanism as part of a practical example and then apply it to create their own sliding Santa chimney picture.</p>		<p>Pupils design and make their own Easter egg hanging decorations.</p> <p><b>Kapow D&amp;T Seasonal Projects Design and make a rainbow salad</b></p> <p>Children refresh their knowledge of fruits and vegetables and explore what it means to have a balanced diet.</p>		
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