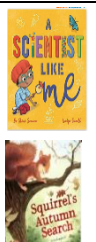
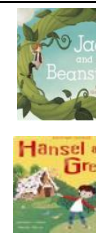
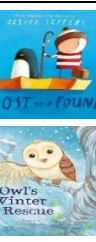
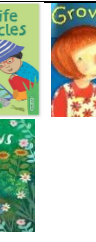
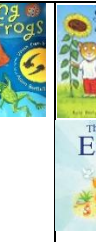
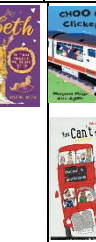
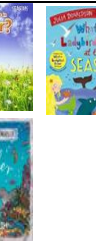
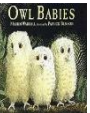
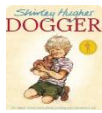
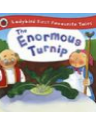
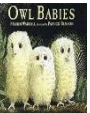
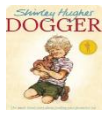
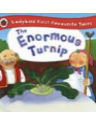
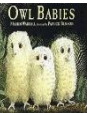
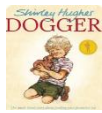
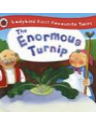
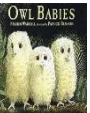
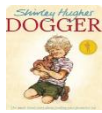
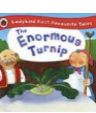
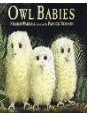
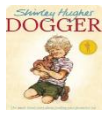
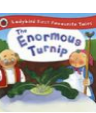
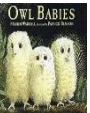
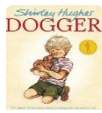
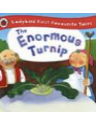


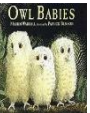
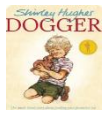
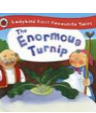
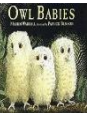
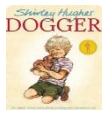
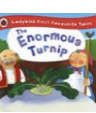


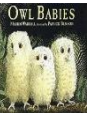
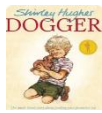
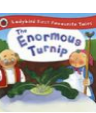
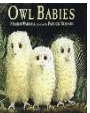
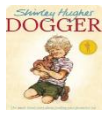
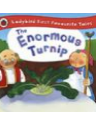
St Paul's Catholic Primary School Reception Long Term Curriculum Map

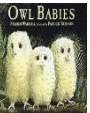
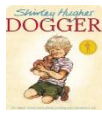
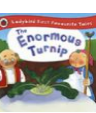
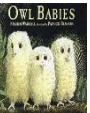
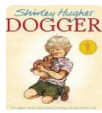
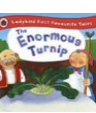
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12			
Theme	My Fabulous Feelings	All About Autumn	Traditional Tales	Fantastic Festivals	Polar Adventures	Materials and Joins	Life Cycles	Plants and Growing	Is it Hot Where You are?	Castles, Kings and Queens	Meet Me in Manchester	It's Summer!			
Early Reading <i>First Class Phonics</i>	Children learn to read AND spell: Phase 2 GPCs c a t s n i p m d o g k e Word Structures CVC CVCC (words ending in s only) two-syllable words Tricky Words I the is as Words ending s (plurals) Words ending s (verbs)	Children learn to read AND spell: Phase 2 GPCs ck u r h b ff l ll ss f Word Structures CVC CVCC (words ending in s only) two-syllable words Tricky Words go no his has to of into Words ending s (plurals) Words ending s (verbs)	Children learn to read AND spell: Phase 3 Part One GPCs j v w x y z qu ng sh ar Word Structures CVC CVCC & CCVC words two-syllable words Tricky Words one here visit love so was have give what you her Words ending s (plurals) Words ending s (verbs)	Children learn to read AND spell: Phase 3 Part Two GPCs ch ee oo th oo th or oi Word Structures CVC CVCC CCVC Two-syllable words Tricky Words when my like she he me we be are they all walk talk four more saw your Words ending s (plurals) Words ending s (verbs)	Children learn to read AND spell: Phase 3 Part Three GPCs igh ai ow oa air er ur ear Word Structures CVC CVCC CCVC Two-syllable words Tricky Words blue two want there oh five came out make day said time again made some Words ending s (plurals and verbs) Words ending ing Words ending ed (all pronunciations)	Children learn to read AND spell: Phase 3 Part Three GPCs igh ai ow oa air er ur ear Word Structures CVC CVCC CCVC Two-syllable words Tricky Words there oh five came out make day said time again made some Words ending s and es Words ending est Words ending ing and ed (all pronunciations)	Children learn to read AND spell: Phase 3 Part Three GPCs igh ai ow oa air er ur ear Word Structures CVC CVCC CCVC Two-syllable words Tricky Words there oh five came out make day said time again made some Words ending s and es Words ending est Words ending ing and ed (all pronunciations)	Children learn to read AND spell: Phase 3 Part Three GPCs igh ai ow oa air er ur ear Word Structures CVC CVCC CCVC Two-syllable words Tricky Words there oh five came out make day said time again made some Words ending s and es Words ending est Words ending ing and ed (all pronunciations)	Children learn to read AND spell: Phase 3 Part Three GPCs igh ai ow oa air er ur ear Word Structures CVC CVCC CCVC Two-syllable words Tricky Words there oh five came out make day said time again made some Words ending s and es Words ending est Words ending ing and ed (all pronunciations)	Children learn to read AND spell: Phase 3 Part Three GPCs igh ai ow oa air er ur ear Word Structures CVC CVCC CCVC Two-syllable words Tricky Words there oh five came out make day said time again made some Words ending s and es Words ending est Words ending ing and ed (all pronunciations)	Children learn to read AND spell: Phase 3 Part Three GPCs igh ai ow oa air er ur ear Word Structures CVC CVCC CCVC Two-syllable words Tricky Words there oh five came out make day said time again made some Words ending s and es Words ending est Words ending ing and ed (all pronunciations)	Children learn to read AND spell: Phase 3 Part Three GPCs igh ai ow oa air er ur ear Word Structures CVC CVCC CCVC Two-syllable words Tricky Words there oh five came out make day said time again made some Words ending s and es Words ending est Words ending ing and ed (all pronunciations)			
English 5 a day text	                        	                        	  												

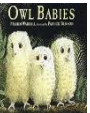
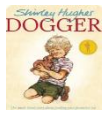
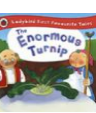
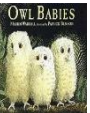
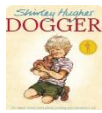
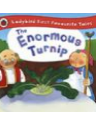
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		colder, get darker, Adjectives: deciduous, evergreen, red, yellow, orange, brown, dry, crunchy, muddy, windy, cold, rainy, dark, cloudy					healthy, grown up	sunnier, brighter		faithful, gentle		warmer, get brighter, days get longer, keep cool Adjectives: hot, warm, bright, sunny, blue, sweaty
Communication and language <i>WellComm</i>	WellComm focus: • Learning the meaning of when. • Learning the meaning of after. • Learning that things that go together are not always the same. • Understanding more complex sentences, providing additional information.		WellComm focus: • Understanding either/or in a sentence. • Understanding prepositions (next to, behind, in front of). • Following instructions to create hedgehog bread and Christmas cards		WellComm focus: • Understanding emotions from facial expressions. • Learning and remembering to say five things. • Understanding question words from stories (who, what, where, when, why, how)		WellComm focus: • Using superlatives – biggest, tallest, shortest, longest, smallest, furthest, and closest. • Understanding passive sentences (when the subject of the sentence has an action done to it by someone or something else)		WellComm focus: • Understanding which day comes next. • Understanding idioms (pull your socks up, it's raining cats and dogs) • Predicting what might happen next. • Understanding periods of time		WellComm focus: • I can find the odd one out, explaining similarities and differences within the same group. • Talking about things that are going to happen (future tense).	
‘Wow’ moments Enrichment Trips Visitors	Photographs/ drawings of children and their family baby clothes/my baby toys with mummy's/ daddy's things	Walk around school or local park to look for signs of autumn	Follow and cook recipes	Take part and perform in the Christmas Nativity	Winter treasure hunt outdoors	Visit to a builder's yard or B&Q	Caterpillars or eggs and observe life cycles	Plant and grow a sunflower	Invite family members to visit wearing traditional dress and share their culture	Have a royal tea party fit for a queen	Going on a Bee Network bus, Northern Rail train into Manchester	Visit the seaside
Literacy – Writing	Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.		Writing CVC words. Name writing. Labelling using initial sounds and CVC words. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation. Start to write captions. Say a simple sentence for writing.		Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.		Begin to write simple sentences. ‘Hold and write a sentence’. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.		Writing simple sentences. ‘Hold and write a sentence’. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.		Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.	
Handwriting <i>First Class Handwriting</i>	Ready to Write Introduce letter formation alongside phonics (s, a, t, p, i, n, m, d) through air writing, finger tracing and large-scale mark making. Posture, pencil grip, hand strength, finger isolation, shoulder stability, vertical/horizontal lines, circles, spirals, loops and arches.		Step 2 Group 1 Caterpillars: c, a, d, g, o, s, e Ladders: t, i Bridges: n, m, p Capital: I Continue daily fine motor provision and pattern practice. Introduce correct start points and anti-clockwise movement.		Step 2 Group 2 Ladders: l, u Bridges: r, h, b, k Caterpillar: f Capitals: T, A Focus on ascenders and descenders, consistent size and orientation, developing tripod grip.		Step 2 Group 3 Ladders: j, y Monsters: v, w, x, z Combination: qu Consolidate correct formation and positioning. Develop fluency and automaticity.		Consolidation and Capitals Revisit all letter families: Caterpillar: c a o d g e s f q Ladder: t i l u j y Bridge: n m p r h b k Monster: v w x z Capitals: own name, I, A, T and others as required.		Fluency and Independence Consolidate all lower-case letters and relevant capital letters. Focus on consistency, stamina, letter size and presentation. Introduce number formation (0-9).	

										Secure pencil grip, letter orientation and formation habits.		
Main writing outcome	Write some initial sounds I can write my own name			Write simple labels Start to write simple captions Say a simple sentence for writing (oral and count words)			Write captions Write short sentences Start to use finger spaces between my words I can read sentences back			Write simple sentences I can read my own sentences My teacher can read my sentences		
Maths <i>Mastering Number</i>	Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4	Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part'	Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5	Focus on 6 and 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	Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7	Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers	Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit'	Composition - of 10 Comparison – linked to ordinality Play track games	Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10	Comparison Number Patterns Counting
Maths Shape, Space Measure <i>White Rose</i>	Match & Sort	Compare & Pattern	Circles & Triangles	Shapes with 4 Sides	Mass	Capacity	Length & Height	Time & Sequencing	3D Shapes	Manipulate, Compose & Decompose	Visualise, Build & Map	Make Connections
Science 		To recognise some of the changes in the natural world due to the seasonal changes of autumn.	To know that food can be eaten raw (fruit etc) but that most food changes from one state to another when it is cooked (heated). Some foods change state from solid to liquid		To recognise some of the changes in the natural world due to the seasonal changes of winter and the impact of cold weather on animals.		To know and understand the term 'life-cycle' To know that all animals have a life-cycle, including humans.	To learn about how plants grow			To know that we can make things move, slow down, stop or change shape by applying force (push or pull). To know that we can make things move more easily (with less force) and faster by adapting them such as putting wheels on them	To recognise some of the changes in the natural world due to the seasonal changes of summer.
History 	To know that there was a time before now, and we call that time 'the past'. To know that some things change and some things stay the same.									To know something about the life of Queen Elizabeth 2 nd . To begin to develop a sense of chronology		

Geography 				To know that people celebrate special times in different families and communities					To know where we live on the map. To know that people in different countries have different languages, clothes and customs.			
Art 	Picasso – Drawing self portraits 	Lois Ehlert – Printing and collage 		Henry Matisse Christmas Collage 	Kenojuak Ashevak 'Inuit Art's North Star' 			Vincent Van Gogh 'Sunflowers' Flower and leaf printing 		Piet Mondrian 		Claude Monet 'Waterlillies' 
D&T 			Make and decorate gingerbread people and biscuits		.	Designing and building a house for the elves	Make a split pin moving butterfly		Weaving a basket		Build a toy car using junk modelling but with axles and wheels so that the car moves.	
Music <i>Charanga</i> 	Me! Growing, homes, families, colour, toys, how I look. Nursery rhymes and action songs.	My Stories Imagination, traditional tales, superheroes, pirates, festivals and storytelling through music.	Everyone! Working together, friendships, being part of a group and community.	Our World The world around us, nature, travel, cultures and environments.	Big Bear Funk Beginning Year 1 readiness. Pulse, rhythm, pitch and musical games using a funk style song.	Reflect, Rewind and Replay Revisiting and consolidating learning from across the year through listening, singing, playing and performing.						
Computing <i>Purple Mash</i>	Getting to know Mini Mash, logging on, mouse and touch-screen skills, online safety.	Drawing and painting tools, creating pictures linked to stories and celebrations.	Sorting and grouping objects, simple problem-solving activities.	Exploring programmable toys and simple sequencing activities.	Creating digital stories using pictures, voice recordings and simple text.	Independent use of Mini Mash tools, digital creativity and showcasing learning.						
RE <i>Vine and Branches</i>	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter						
PE <i>Twinkl</i>	Me and PE: Movement and Space Developing spatial awareness,	Dance, Dance, Dance	Fantastic Gymnastics Balancing, jumping, rolling and creating simple sequences.	Roll It, Catch It, Kick It (Ball Skills) Sending, receiving, throwing, catching and kicking.	Move It: Agility Changing direction, coordination, speed and control.	Fun and Games						

<i>Active Tameside Coaches</i>	travelling, stopping, starting and basic movement skills.		Expressing ideas through movement, rhythm and simple sequences								Applying fundamental movement skills through cooperative games and challenges.	
RSE/ PSHE Ten:Ten plus explicit safeguarding blocks	Starting School & Belonging School routines Class rules Making friends Feeling safe in school	Trusted Adults & Seeking Help Who helps me? Trusted adults Asking for help Speaking up about worries	Handmade with Love I am unique I am special People are all different I belong	Family, Community and Belonging Different families Caring relationships People who love and care for us Community belonging	I Am Me Similarities and differences Personal identity Self-esteem Celebrating individuality	My Body and Keeping Healthy Body parts Correct vocabulary Hygiene Sleep Exercise Healthy choices	Feelings and Emotions Recognising emotions Naming emotions Positive and uncomfortable feelings Empathy	Friendship and Kindness Sharing Turn-taking Being kind Solving friendship problems	My Body, My Rules Personal boundaries Privacy Consent Keeping safe Trusted adults	Growing and Changing How children grow Changes over time New experiences Transition to Year 1	Keeping Safe in the Wider World Online safety Road safety Water safety Emergency situations People who help us	Me, You, Us Being part of a community Working together Future aspirations Jobs and roles Money awareness