













# Long Term Curriculum Map Reception



	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
<b>Cross-curricular theme</b>	<b>Ourselves and our community</b> 	<b>Traditional Tales and Celebrations</b> 	<b>Cold Climates</b> 	<b>Kings and Queens</b> 	<b>Down at the Bottom of the Garden</b> 	<b>Under the Sea</b> 
<b>Predictable interests</b>	Autumn	Bonfire night Halloween Diwali Christmas	Winter Chinese New Year	Pancake day Spring Easter	Early summer Growing	Summer Sports Day
<b>Experiences/Visits and Visitors</b>	Visitors- fire fighters/police/parent who is a builder (Link to our local community and cohort links)  <b>Parent Link-</b> Parents evening	Post a letter to Father Christmas at the Post Box <b>Parent Link-</b> Nativity  Little Lancs Village trip	<b>Parent Link-</b> Stay and Play	Visitors <b>Parent Link-</b> world book day- potatoes 	Visitors School nurse Dentist School trip- Farm <b>Parent link-</b> planting afternoon	<b>Parent Link-</b> end of year picnic, eat ice creams on the field with children and families Teddy bear picnic 



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<div>Characteristics of effective teaching and learning</div> <div></div>	Playing and Exploring					
	Active learning					
	Creating and thinking critically					
	All aspects weave through all areas of learning throughout the year					
Communication and language	<div>Good sitting and listening rules</div> <div>Enjoy a story.</div> <div></div> <div>Learn and use a wide range of vocabulary.</div> <div>Follow a 2 part instruction.</div> <div>Understand why questions.</div> <div>Sing a large repertoire of songs and rhymes.</div> <div>Engage with non-fiction text.</div>	<div>Pay attention to more than one thing at a time.</div> <div>Learn and use a wide range of vocabulary.</div> <div>Sing a large repertoire of songs and rhymes.</div> <div>Start a conversation with an adult or friend.</div> <div>Engage with non-fiction text.</div>	<div>Listen to a story and recall key points.</div> <div></div> <div>Learn and use a wide range of vocabulary.</div> <div>Answer a 2 part question.</div> <div>Sing a large repertoire of songs and rhymes.</div> <div>Talk about familiar books.</div> <div>Engage with non-fiction text.</div>	<div>Learn and use a wide range of vocabulary.</div> <div>Sing a large repertoire of songs and rhymes.</div> <div>Ask questions to find out more and clarify understanding.</div> <div>Familiarity and understanding about stories.</div> <div>Engage with non-fiction text.</div>	<div>Learn and use a wide range of vocabulary.</div> <div>Sing a large repertoire of songs and rhymes.</div> <div>Talk to organise play.</div> <div>Speak in well formed sentences.</div> <div>Describe events in detail.</div> <div>Explain how things work and why they might happen.</div> <div>Deep familiarity and retell story.</div> <div>Engage with non-fiction text.</div>	<div>Learn and use a wide range of vocabulary.</div> <div>Sing a large repertoire of songs and rhymes.</div> <div>Connect ideas using connectives.</div> <div>Engage with non-fiction text. (Sea Themed)</div>



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<b>Personal, social and emotional development</b>	<p>Class rules and expectations</p> <p>Sharing and taking turns</p> <p>Making new relationships</p> <p>Independently use resources in provision to achieve a goal.</p> <p>Able to leave their adult.</p> <p>Able to say if they are happy or sad.</p>  <p>Managing own needs.</p> <p>The Colour Monster story- feelings</p>	<p>Class rules and expectations and moderate behaviour accordingly.</p> <p>Sharing and taking turns</p> <p>Making new relationships</p>	<p>Rules and why we have to follow them</p> <p>See themselves as a valuable individual.</p>	<p>Caring for others/animals/plants/pets/family members</p>  <p>Build respectful relationships.</p>	<p>Caring for creatures, looking after Minibeasts- caterpillars, class snail</p>  <p>Talking about being scared and taking risks.</p> <p>Express feelings of self and others.</p> <p>Resilience and perseverance in face of challenge.</p>	 <p>Trying something new, keeping safe at the seaside , use of suncream.</p> <p>Road safety training</p>
<b>Physical Development</b>	<p>PE unit</p> <p>Lancashire PE Scheme of Work 2020- Dough disco</p>	<p>PE Unit</p> <p>Lancashire PE scheme of work 2020 –</p>	<p>PE Unit</p> <p>Lancashire PE Scheme of Work 2020-</p>	<p>PE Unit</p> <p>Lancashire PE scheme of work 2020</p>	<p>PE Unit</p> <p>Lancashire PE Scheme of Work 2020- Themes</p>	<p>PE Unit</p> <p>Lancashire PE Scheme of Work 2020- Themes</p>

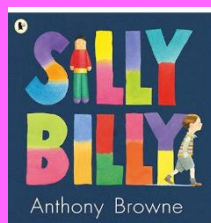
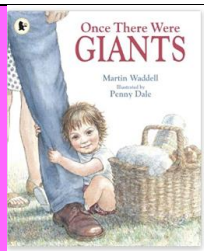


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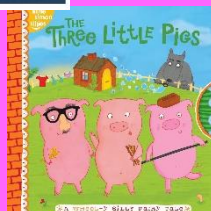


	 <p>Large muscle movements.</p> <p>One handed tools and equipment. (Loop scissors)</p> <p>Starting to independently use a knife and fork.</p> <p>Preference for a dominant hand.</p> <p>Increasing independent meeting own care needs.</p> <p>Core muscle strength when sitting on floor or table.</p> <p>Develop skills to manage school day.</p>	<p>Dough disco for those who need it</p> <p>Teach Mr.Crocodile and begin to have control of a pencil.</p>	<p>Comfortable grip and improved pencil control</p>	<p>The Queens Hat by Steve Antony-children to move like to soldiers in the book- dangle/march/clambered/bolted/dashed.....</p> <p>Comfortable grip and good control of pencil.</p> <p>Able to use regular scissors.</p> <p>Making healthy choices about food, drink, activity and tooth brushing.</p>	<p><b>'Minibeasts'</b> Progression 1-6</p>  <p>Know about factors that affect health and well-being.</p> <p>Confidently use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p><b>'Seaside'</b> Progression 1-5'</p>  <p>Outdoor activities- Balancing Climbing Aiming Balance bikes Large painting</p>
<b>Key books and Texts</b>		<p>Traditional tales- <b>The three Billy Goats Gruff-</b></p>  	 	 	<p><b>Skill-recipe</b></p> <p><b>Oliver's Fruit salad</b></p> 	 <p>Fiction</p>

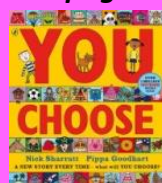




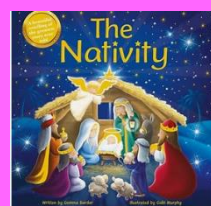
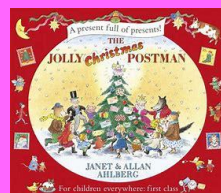
*Houses link.)*



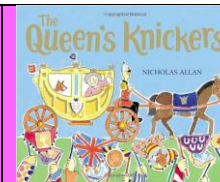
**Additional texts/rhymes**  
**You Choose- Houses page**



Additional texts/  
rhymes; A range of  
traditional tales  
Christmas books and  
Christmas  
songs/rhymes



Additional texts-  
stories set in cold  
climates/hot  
climates (Making  
comparisons)



**My hat**

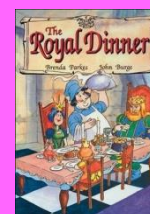
Here's my hat.  
It holds my head,  
the thoughts I've had  
and the things I've read.

It keeps out the wind.  
It keeps off the rain.  
It hugs my hair  
and warms my brain.

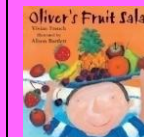
There's me below it,  
the sky above it.  
It's my lid.  
And I love it.

*Tony Mitton*

*Royal Dinner by  
Brenda Parks*



**Additional texts**



Poetry;  
The farmer Sows his  
seeds- song ]

Non fiction books  
about growing and  
planting

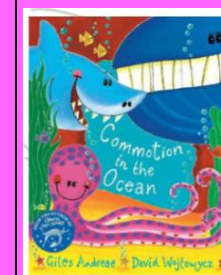
**Healthy eating  
books-** link here with  
visit to the  
Doctor/Dentist- refer  
back to Aut 1- People  
who help us.

Topsy and Tim books

Jasper's Beanstalk



Non-Fiction

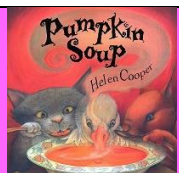


Poetry

Additional texts-  
range of fiction  
and non fiction  
linked to sea and  
sea life.



# Long Term Curriculum Map Reception



**Make**

**pumpkin soup.**

**Non-fiction Homes around the world.**

**Rhymes linked to**

**Ourselves-** Head, Shoulders, knees and toes.

If you happy and you know it

Nursery rhymes

Hedgehog song



Kings and Queens books

The Royal Nappy

Non-Fictions texts about London and landmarks.

**Rhyme:** Sing a song of sixpence

The Queen of hearts- performing poetry

The Tiny Seed

Harry and the Caterpillars

## Key vocabulary

Label, sentence, caption

Non fiction

*Happy, sad, angry, scared, tired, excited, worried, calm, surprised, shy, proud, lonely, confused, grumpy*  
roof, window, door, house types-detached, semi, terraced, bungalow, flat, caravan, materials- glass,

Celebration/decorate/mix/pour/bake recipe/ingredients/

beginning/middle/end

nocturnal/dark/exhausted/late

wise/Oak/less/more

Ice, arctic, frozen, melted, freezing, thawed, equipment,

Country, regal, landmark.

clambered, bolted, dashed, squeezed, floated, dangled

Easter, cross, Jesus, lent, Christian, Ramadam

Juicy,spikey,smooth

Instructions, first, then, next last

Cocoon, chrysalis, life cycle, mini beast

Shoals  
Coast  
Oceans  
Sea  
Whale  
Fish  
Reduce  
Reuse  
Recycle



# Long Term Curriculum Map Reception



	bricks ,slate, plastic, metal, cement, wood.  Rhyme					
<b>Performance</b>	Perform Nursery rhymes Harvest assembly song	Christmas nativity with ks1 for parents.		Perform the Pancake Song or My Hat poem or The Queen of Hearts	Minibeast moves/rhymes	Reception class assembly
<b>Phonics</b>	RWI Phonics scheme Whole class	RWI Children grouped accordingly	RWI Children grouped accordingly	RWI Children grouped accordingly	RWI Children grouped accordingly	RWI Children grouped accordingly
<b>Writing Reading skills</b>	<b>Step 1</b>  Use artists work Bridget Riley, Kandinsky.Paul Klee to explore line  Making marks, wavy, zig zag, straight, curved.  Links to gross motor and fine motor activities.  Print has meaning.	<b>Step 2:</b>  More focus on Letter formation and recognition  Name writing activities  <b>Step 3:</b> CVC words  Use some print and letter knowledge in early writing.	<b>Step 4 :</b> CVC words, labelling and captions	<b>Step 5:</b> Begin simple sentences such as I can see/It is a sentences.  Understand different parts of a book.	<b>Step 6:</b> More sentence variations and more independently.  Write short sentences using capital letters and full stops. Re-read to check it makes sense.  Story writing	<b>Step 7:</b>  Sentence writing  Non- fiction fact file writing  Form lowercase and capital letters correctly.



# Long Term Curriculum Map

## Reception



	<p>Read from left to right and top to bottom.</p> <p>Develop phonological awareness.</p> <p>Recognising name</p>	<p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Phonetically plausible attempts at spelling word.</p>				
<p><b>Maths</b></p> <p><b>WHITE ROSE MATHS</b></p> <p><b>Mastering Number</b></p> 	<p>Mastering Number</p> <ul style="list-style-type: none"> <li>- Subitising different arrangements within 5.</li> <li>- Counting objects accurately (1:1 correspondence).</li> <li>- Exploring how numbers within 5 are composed (e.g., 3 is 1 and 2).</li> <li>- Beginning to compare groups using language such as <i>more, fewer, the same</i>.</li> <li>- Hearing and joining in with the counting sequence.</li> <li>- Using finger patterns and simple visual representations</li> </ul> <p>White Rose Maths</p> <p>Matching, sorting and comparing</p> <p>Measure and patterns</p> <p>Numbers 1, 2, 3, 4 and 5</p> <p>Triangle and circles</p>	<p>Mastering Number</p> <ul style="list-style-type: none"> <li>- Subitising within and beyond 5 and linking amounts to numerals.</li> <li>- Understanding missing parts within numbers to 5.</li> <li>- Exploring 6 and 7 as “5 and a bit” using frames and finger patterns.</li> <li>- Identifying equal and unequal groups and connecting equal groups to doubles.</li> <li>- Beginning to sort numbers (e.g., odd and even by “shape”).</li> <li>- Continuing to understand the counting sequence and the idea of one more.</li> </ul> <p>White Rose Maths</p> <p>6,7,8,9 and 10</p> <p>Mass and capacity</p> <p>Length, height and time</p> <p>3D shapes</p>	<p>Mastering Number</p> <ul style="list-style-type: none"> <li>- Counting larger sets, actions, and sounds.</li> <li>- Using a range of representations (e.g., ten-frames, rekenreks).</li> <li>- Seeing doubles and exploring them within ten-frames.</li> <li>- Comparing quantities and numbers more confidently.</li> <li>- Understanding magnitude (e.g., 8 is much more than 2).</li> <li>- Ordering numbers, playing track games, and counting beyond 20.</li> <li>- Generalising one more/one less within 10.</li> <li>- Continuing to use subitising where appropriate</li> </ul> <p>White Rose Maths</p> <p>Numbers to 20 and beyond</p> <p>Addition and subtraction</p> <p>Sharing and grouping</p>			
<p><b>Understanding the world</b></p>	<p>Name different body parts.</p>	<p>Guy Fawkes- Historical figure</p>	<p>Baking –pancakes</p>	<p>Simple family tree-son/grandchild/gre at grandchild</p>	<p>Grow your own Caterpillars</p>	<p>Caring for the environment</p>





# Long Term Curriculum Map Reception



<p>Compare similarities and differences. Notice changes as we grow. To know about our community and where we live- Civilisation Our school. Types of houses and features of houses.</p> <p>Use all our senses to explore natural materials. (outdoor learning)</p> <p>Begin to make sense of own life story.</p> <p>Developing positive attitudes about the differences between people.</p> <p>Talk about family and familiar adults.</p> <p>Draw information from a map</p> <p>Comparing houses</p> <p>Draw our school on a map</p>	<p>Light and dark linked to seasons</p> <p>Space and earth</p> <p>Baking- Diwali/ Christmas/ ginger bread man</p> <p>Use all our senses to explore natural materials. (outdoor learning)</p> <p>Changes they notice- seasons</p> <p>Changes in the past to cooking- making bread</p> <p>Drawing maps based on a text</p> <p>Healthy bodies- Teeth</p> <p>Secret Reader- welcoming others</p> <p>Remembrance- The symbol of the Poppy</p>	<p>Use all our senses to explore natural materials. (outdoor learning)</p> <p>Ice- freezing and melting Chocolate and other materials.</p> <p>Changes they notice- seasons</p> <p>Developing positive attitudes about the differences between people.</p> <p>Comparing countries/ UK- arctic.</p> <p>Clothing- materials</p> <p>Spring learning- seasons</p>	<p>Historical figures the King/ royal family. Headteacher- leadership</p> <p>Similarities/differences between life here and other places. Bacup- London</p> <p>Changes they notice- Seasons</p> <p>Shadows.</p> <p>Interest in different occupations</p> <p>.Magnets</p> <p>Healthy bodies- teeth</p>	<p>Changes they notice- seasons</p> <p>Summer learning</p> <p>Fruit and vegetable tasting</p> <p>Make fruit kebabs</p> <p>Labelling different parts of the plant</p> <p>Plant fruit and vegetables.</p> <p>Plant seeds and care for growing things.</p> <p>Life cycles- caterpillars</p> <p>Mini beasts</p>	<p>Recycling</p> <p>Packing to go on seaside holiday- make lists</p> <p>What would you find in a rock poll compared to a pond</p> <p>Sandcastles</p> <p>Ice cream role play</p> <p>Kiddilk the Frog- BBC Bitesize, links to other climates</p> <p>Weather links</p> <p>Changes they notice.</p> <p>Forces – floating and sinking</p> <p>Developing positive attitudes about the differences between people.</p>
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# Long Term Curriculum Map Reception



	Autumn learning-seasons  Pumpkin soup.  Black History Month- a significant person of our time.					Habitats- compare and contrast.
RE	<u><b>Special Times</b></u> Why do we celebrate? What times are special for different people and why? Learn about Harvest, Eid, Diwali and Christmas.		<u><b>Special Stories</b></u> Which stories and books are special for different people and why? Look at what is special to us. Learn about the bible and the Quran and learn different stories.		<u><b>Special Places</b></u> What is special about our world? Explore the natural world, talk about looking after it? Link to Christianity, Judaism and Islam and the creation stories and other stories.	
Expressive arts and design	Music Charanga Unit: Me  Learn to sing nursery rhymes and action songs.  Portrait  Singing - head and shoulders, knees and toes.  Nursery rhymes.  Draw round teacher/ta and label, colour in etc.  Explore different materials freely.	Music Charanga Unit: My stories  Learn to sing more nursery rhymes and action songs.  Make a chair for Baby bear- structures- DT  Christmas crafts – include a skill in the making.  Mixing colours to make fireworks.  Rangoli patterns	Music Charanga Unit: Spring  Learn to sing more nursery rhymes and action songs.  Ice painting  Nursery rhymes and songs.  Look and old pictures of Bacup and compare to today.	Music Charanga Unit: Our World  Learn to sing more nursery rhymes and action songs.  Make Union Jack flags  Make crowns/hats  Look at different portraits- and different family members	Music Charanga Unit: Big Bear Funk  Paint/exploration using vegetables.  Observational drawings of fruit and vegetables using different media.  Art work- flower pressings  Create your own plant- junk modelling	Music Charanga Unit: Reflect, rewind, replay.  Design their own lighthouse using different materials.  Make and evaluate it. Sea side songs Nursery rhymes and songs. Sculpture- Sea creatures made of clay.



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## Reception



	<p>Develop own ideas and decide which materials to use to express them.</p> <p>Join different materials to make our own houses and homes.</p> <p>Mondrian – closed lines</p> <p>Play instruments with control and express feelings.</p> <p>DT- Make worry dolls</p>	<p>Diwali music</p> <p>Christingle</p> <p>Nursery rhymes and songs.</p> <p>Cha cha slide/party action songs. – link xmas party</p> <p>Andy Goldsworth- Autumn Walk</p> <p>Explorify- Autumn</p> <p>Create collaborative art</p>	<p>Complex stories using small world.</p> <p>Make imaginative and complex small worlds.</p> <p>Innovate nursery rhymes and songs</p> <p>Play instruments with control and express feelings – nature walk</p>	<p>How to paint/draw your own royal portrait- Make a royal gallery using different media each day- watercolours</p> <p>National anthem.</p> <p>Nursery rhymes and songs.</p>	<p>Nursery rhymes and songs.</p> <p>Innovate nursery rhymes and songs</p> <p>Play instruments with control and express feelings – nature walk</p> <p>Collaborative art project where we edit and refine</p>	
<b>Vocabulary</b> <b>Tier 1 (everyday/early use)</b>	me, family, friend, home, school, happy, sad, leaf, tree, cold, rain, coat, hat, wind, tired, calm, angry	story, tale, character, light, dark, party, bake, gift, happy, hen, bread, help, seeds, friends, wheat, goat, big, bridge, troll, grass, bear, girl, porridge, bed, chair, house, baby, star, gift, family, stable	cold, snow, ice, coat, hat, freeze	king, queen, castle, crown, prince, princess	flower, tree, bug, worm, grow, seed	sea, fish, water, shell, boat, swim
<b>Tier 2 (Developing/descriptive)</b>	community, neighbour, respect, belong, feelings, care, share, responsibility, season, autumn, harvest,	celebration, tradition, festival, decorate, mix, pour, ingredients, recipe, prepare, gather,	melt, frozen, icy, slippery, shiver, blizzard, storm	royal, throne, palace, rule, leader, kingdom, celebration	plant, soil, root, leaf, stem, petal, garden, minibeast, caterpillar	ocean, wave, sand, shore, coral, jellyfish, starfish



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## Reception



	change, colour, pumpkin, acorn, conker, golden, crunchy, season	knead, patient, responsible, meadow, brave, cross, stomp, wander, explore, cosy, discover, taste, snooze, celebration, remember, explosion, tradition, whisper, kindness, worship, special, journey, peaceful				
<b>Tier 3 (Specific/ topic rich)</b>	occupation, builder, firefighter, police officer, ambulance, emergency, materials (brick, glass, wood), detached, semi-detached, terraced, hibernate, migrate, deciduous, evergreen	nocturnal, exhausted, wise, moral, Diwali, Hanukkah, Nativity, bonfire, lantern, parade, flour, grain, mill, dough, loaf, riverbank, clatter, hooves, sturdy, cottage, bowlful, belongings, intruder, parliament, gunpowder, fireworks, safety, nativity, Bethlehem, manger, shepherd, angel	Arctic, Antarctica, polar, penguin, glacier, hibernate, camouflage, temperature, habitat	monarch, coronation, landmark, Buckingham Palace, London, soldier, parade, national anthem	chrysalis, cocoon, pollen, germinate, life cycle, habitat, environment, recycle, compost	coast, marine, pollution, tide, recycle, ecosystem, habitat, flipper, gill, fin