


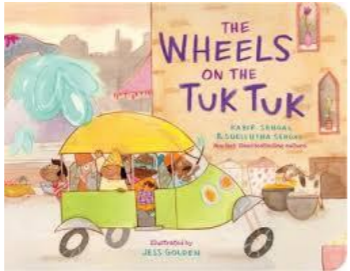
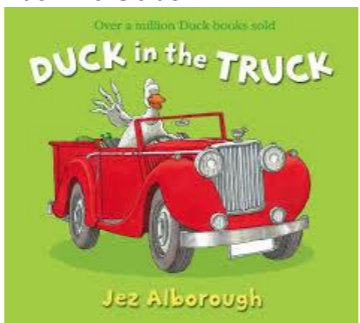
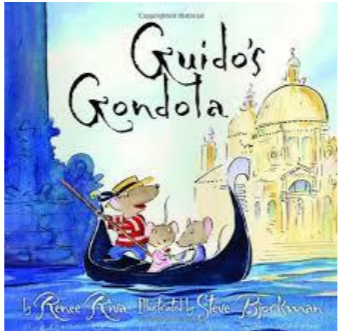
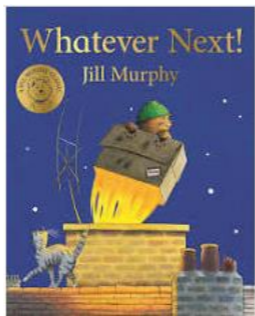
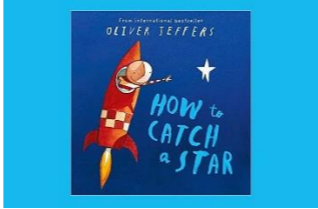
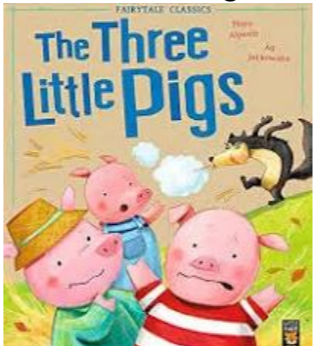
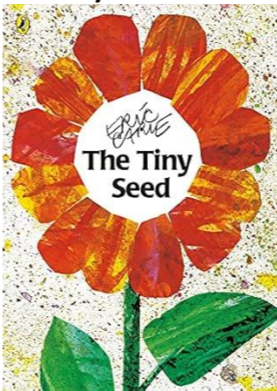
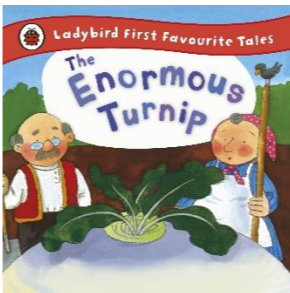
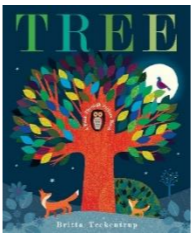
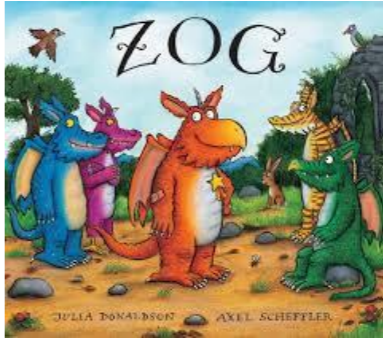

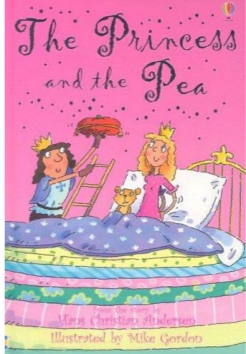
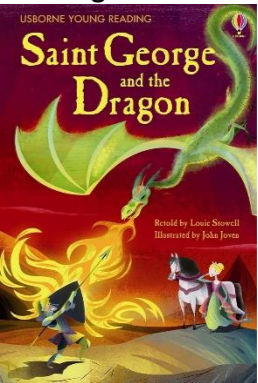
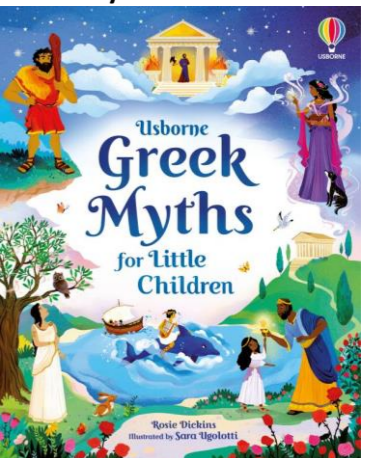
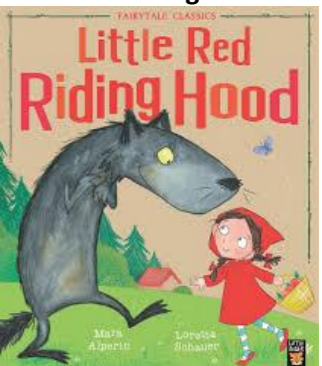


**Year R Long Term Curriculum Map**

Subject Theme	<p><b>Autumn 1</b> <b>All About Me</b> My family, my school, my environment, the people around me, people who help us.</p>	<p><b>Autumn 2</b> <b>Transport: Past and Present</b> Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling.</p>	<p><b>Spring 1</b> <b>Space</b> Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station</p>	<p><b>Spring 2</b> <b>Growing and Changing</b> Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.</p>	<p><b>Summer 1</b> <b>Kings and Queens</b> Our King, coronations, The Magna Carta, Buckingham Palace, London, Locally significant areas in the past</p>	<p><b>Summer 2</b> <b>Stories from the Past</b> Oral storytelling, Greek Gods, St George and the Dragon, Myths and Legends</p>
<p>Core Texts</p>	<p><b>Love makes a family</b> </p> <p><b>Here we are</b> </p> <p><b>Ruby's Worry</b> </p>	<p><b>The wheels on the tuk tuk</b> </p> <p><b>Duck in the truck</b> </p> <p><b>Guido's Gondola</b> </p> <p>Suggested other texts – The Gruffalo</p>	<p><b>Whatever Next</b> </p> <p><b>How to catch a star</b> </p> <p><b>The Three Little Pigs</b> </p> <p>Suggested other texts – Aliens love underpants Man on the moon</p>	<p><b>The Tiny seed</b> </p> <p><b>The enormous turnip</b> </p> <p><b>Tree</b> </p> <p>Suggested other texts – The hungry caterpillar Tadpole's promise</p>	<p><b>Zog</b> </p> <p><b>The Queens Hat</b> </p> <p><b>The Princess and the Pea</b> </p>	<p><b>St George and the Dragon</b> </p> <p><b>Greek Myths</b> </p> <p><b>Little Red Riding Hood:</b> </p>

	Suggested other texts – Goldilocks and the three bears				Suggested other texts – Peep inside a castle	Suggested other texts – The Hare and the Tortoise
Non-Fiction	Jobs and People who help us Seasons - Autumn The Tree 	Life Cycles Woodland creatures Night and Day - Time Trip to the woods 	Seasons – Winter The Tree 	Seasons – Spring The Tree 	10 Things I can do to help my world  Habitats Minibeasts Growing Seasons - Spring	Sea-Creatures & Oceans Journeys & Transport and travel Countries around the world Seasons – Summer The tree 
Poetry/Songs	<i>Cauliflowers fluffy (rhyme)</i>	<i>Christmas Nativity Songs</i>	<i>Humpty Dumpty</i> <i>The Grand Old Duke of York</i>	5 Currant buns 5 little speckled frogs	Mary Mary quite contrary	<i>1,2,3,4,5 once I caught a fish</i> <i>Jack and Jill</i>
Key Vocabulary	Bones, muscles, skin, brains, skulls, sensory, physical, impairment, deaf, blind.	Transport, journey, vehicle, goods, distance, bus, car, train, taxi, tram, ferry, plane, gondola, tuk tuk.	Astronaut, constellation, galaxy, rocket, solar system, telescope. <i>Build, construct, materials, strong, sturdy.</i>	Baby, toddler, teenager, adult, elderly person, spring, summer, autumn, winter, change, time, past, present, developments, seed, soil, seedling, plant, deciduous, evergreen.	King, Commonwealth, cypher, United Kingdom, crown, throne, Union Jack, Royal family, flag, palace	Fairytale, fiction, hero, problem, imagination, past, legend, brave, true, ancient, Greek, myth, Gods.
Role Play & Small World	Superhero Lair  Home corner	Christmas Santa's post office  Woodland Cottage	Spaceship  Construction Den/Builders Yard  Garage Workshop	Home corner  Shop  Café	Flower shop  Garden centre/café	Ice cream parlour
Literacy	<b>Baseline Assessments:</b> -All about me cover page -Story building and mapping -mark making and fine motor skills. - Factual discussion (linked to careers and employability non-fiction) -drawing our family	--Story map -Speech bubbles -Label writing- -Non-fiction fact writing about modes of transport. -Simple story sentence writing -Sequencing the Nativity story	-Descriptive writing- describing characters -List writing- things to take in your rocket -Chinese New Year Sentences -Label writing -story mapping	-Simple sentence writing -Instructions (writing/ordering) -Descriptive sentences -Label writing -story maps	- annotate pictures of monarchs with speech bubbles and thought bubbles. - Descriptive sentence writing - Instructions; writing simple instructions for a familiar process in a numbered list. - Fact writing- comparing fact to fiction. -story mapping -role play and drama	-character profiles -comparing fiction and non-fiction -oral and written storytelling -planning and creating our own stories. -poems
Maths Vocabulary: Count, number, next, before, after, order, same, different, more, less, shape, pattern, repeated, now, soon, later.	<b>Maths Baseline Assessments</b> <ul style="list-style-type: none"> <li>composition to 3</li> <li>Counting to find the total</li> <li>Subitising to 5</li> <li>Compare sets of objects- using fewer than and more than.</li> </ul>	<ul style="list-style-type: none"> <li>Counting and representing to 5</li> <li>Exploring equal amounts</li> <li>Whole and parts</li> <li>Composition and decomposition of numbers 1,2,3.</li> </ul>	<ul style="list-style-type: none"> <li>Subitising</li> <li>Making pairs</li> <li>Finding the total</li> <li>Composition of 5</li> <li>Exploring '5 and a bit'</li> <li>Equal and unequal amounts</li> </ul>	<ul style="list-style-type: none"> <li>Number sequence to 10</li> <li>More than and fewer than</li> <li>Part-part whole- composition of numbers to 10</li> <li>Introduce double facts</li> </ul>	<ul style="list-style-type: none"> <li>Building numbers beyond 10</li> <li>Subitising and number arrangement</li> <li>Composition of numbers to 10</li> <li>One more/fewer</li> </ul>	<ul style="list-style-type: none"> <li>Subitising using a rekenrek</li> <li>Counting beyond 20</li> <li>Odd and even numbers</li> <li>Doubling</li> <li>Recall number facts</li> <li>Comparing quantities to 10</li> <li>Patterns and relationships</li> </ul>

<p>same as, split, group, share</p>	<ul style="list-style-type: none"> <li>• Compare size, mass and capacity</li> <li>• Exploring pattern</li> <li>• Following routine of the day</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 counting- how many are in the set</li> <li>• Circles and triangles</li> <li>• Positional language</li> <li>• Shapes with 4 sides</li> </ul>	<ul style="list-style-type: none"> <li>• Compare mass</li> <li>• Compare capacity</li> <li>• Length and height</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting numbers- even and odd</li> <li>• 3D shapes</li> <li>• Creating patterns</li> <li>• School routines</li> </ul>	<ul style="list-style-type: none"> <li>• Spatial reasoning: Match, rotate and manipulate compose and decompose</li> <li>• Exploring tangrams</li> </ul>	<ul style="list-style-type: none"> <li>• Spatial reasoning: Visualise and build</li> </ul>
<p>Understanding the World</p>	<p><b>Past and Present (History)</b> My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?</p> <p><b>People, Culture and Communities (Geography)</b> Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police.</p> <p><b>The Natural World (Science)</b> The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour. Forces: push, pull, twist</p>	<p><b>Past and Present (History)</b> George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey.</p> <p><b>People, Culture and Communities (Geography)</b> Transport in our local area and contrasted with transport for long journeys- children’s experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p> <p><b>The Natural World (Science)</b> Air transport Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?</p>	<p><b>Past and Present (History)</b> What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched.</p> <p><b>People, Culture and Communities (Geography)</b> Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p> <p><b>The Natural World (Science)</b> Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring: snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.</p>	<p><b>Past and Present (History)</b> Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p> <p><b>People, Culture and Communities (Geography)</b> Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica</p> <p><b>The Natural World (Science)</b> Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in</p>	<p><b>Past and Present (History)</b> The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II’s coronation in Westminster Abbey.</p> <p><b>People, Culture and Communities (Geography)</b> The UK The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.</p> <p><b>The Natural World (Science)</b> Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.</p>	<p><b>Past and Present (History)</b> Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop’s Fables The Legend of St George and the Dragon</p> <p><b>People, Culture and Communities (Geography)</b> Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.</p> <p><b>The Natural World (Science)</b> Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?</p>

				local parks. Draw pictures of local plants.		
<b>PSED</b>	1 Decision EYFS scheme used. Discussed weekly to select relevant topic for the cohort and planned into weekly PHSE sessions.	1 Decision EYFS scheme used. Discussed weekly to select relevant topic for the cohort and planned into weekly PHSE sessions.	1 Decision EYFS scheme used. Discussed weekly to select relevant topic for the cohort and planned into weekly PHSE sessions.	1 Decision EYFS scheme used. Discussed weekly to select relevant topic for the cohort and planned into weekly PHSE sessions.	1 Decision EYFS scheme used. Discussed weekly to select relevant topic for the cohort and planned into weekly PHSE sessions.	1 Decision EYFS scheme used. Discussed weekly to select relevant topic for the cohort and planned into weekly PHSE sessions.
<b>EAD</b>	Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits  <b>Music Charanga- Me!</b>	Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro's season paintings. Cutting snowflakes  <b>Music Charanga- My Stories</b>	Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year  <b>Music Charanga- Playing percussion- Everyone</b>	Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and "matchstick" people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels Create: Easter bonnets  <b>Music Charagna Our Word</b>	Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist  <b>Music Charagna Big Bear Funk</b>	People in art. Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of "Miro-like" people. Fashion: experimenting with fabric to design a suitable piece of sports wear  <b>Music Charanga- Reflect, Rewind and Replay</b>
<b>Physical development</b>	<b>Gross Motor:</b> Superhero Dance Unit- PPP Getting coats on, putting wellies on, climbing, throwing, kicking and catching a ball.  <b>Fine Motor:</b> Threading, Cutting, Weaving, Playdough, Using tweezers, Drawing lines/circles, Pencil grip, Using paintbrushes, Dough disco, Cutting up lunch	<b>Gross Motor:</b> First PE Unit- PPP Getting coats on, putting wellies on, climbing, throwing, kicking and catching a ball.  <b>Fine Motor:</b> Threading, Cutting, Weaving, Playdough, Using tweezers, Drawing lines/circles, Pencil grip, Using paintbrushes, Dough disco, Cutting up lunch	<b>Gross Motor:</b> Gymnastics Unit- PPP Getting coats on, putting wellies on, climbing, throwing, kicking and catching a ball.  <b>Fine Motor:</b> Threading, Cutting, Weaving, Playdough, Using tweezers, Drawing lines/circles, Pencil grip, Using paintbrushes, Dough disco, Cutting up lunch, doing up zips and buttons.	<b>Gross Motor:</b> Enjoy a ball Unit- PPP Getting coats on, putting wellies on, climbing, throwing, kicking and catching a ball.  <b>Fine Motor:</b> Threading, Cutting, Weaving, Playdough, Using tweezers, Drawing lines/circles, Pencil grip, Using paintbrushes, Dough disco, Cutting up lunch, doing up zips and buttons.	<b>Gross Motor:</b> Multi-skills Unit- PPP Getting coats on, putting wellies on, climbing, throwing, kicking and catching a ball.  <b>Fine Motor:</b> Threading, Cutting, Weaving, Playdough, Using tweezers, Drawing lines/circles, Pencil grip, Using paintbrushes, Dough disco, Cutting up lunch, doing up zips and buttons.	<b>Gross Motor:</b> Pirate Fitness-PPP Getting coats on, putting wellies on, climbing, throwing, kicking and catching a ball.  <b>Fine Motor:</b> Threading, Cutting, Weaving, Playdough, Using tweezers, Drawing lines/circles, Pencil grip, Using paintbrushes, Dough disco, Cutting up lunch, doing up zips and buttons.
<b>Communication and language</b>	- Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures.  -Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games.  -Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to	-Join in with repeated refrains and familiar stories.  -Follow directions, recognising left and right e.g. in games such as Simon says -Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong.  - Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about George Stevenson's	-Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space  -Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago.	-Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow?  -Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this plant did not grow well because...	-Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre.  -Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. -Use intonation and rhythm when joining in with stories and rhymes.	Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George  Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc.

	<p>select the tools they need to make a junk model, to write a letter to someone etc.</p> <p>-Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play.</p> <p>Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.</p>	<p>Rocket and why it was important</p> <p>Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more.</p>	<p>-Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say 'I wonder why...' Share opinions, explaining preferences e.g. My favourite planet is... because...</p>	<p>This plant grew really well because...</p> <p>-Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed.</p> <p>-Apply new vocabulary to explain changes noticed in plants.</p>	<p>-Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas.</p>	<p>Retell events in order e.g. ordering events from the stories about Greek Gods that they've shared in class. Respond to comments from peers using full sentences, e.g. I agree with ... because...</p> <p>Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.</p>
<b>ICT/Technology</b>	Busy Bodies Barefoot Planning	Winter Warmers Barefoot planning	Super Space Barefoot Planning	Springtime Barefoot Planning	Summer Fun Barefoot Planning	Boats Ahoy Barefoot Planning
<b>Parent Engagement</b>	<p>Home Visits</p> <p>Stay and Play sessions Parents</p> <p>Phonics/reading workshop</p>	<p>Christmas Nativity</p> <p>Maths workshop</p> <p>Reading afternoons</p>	Parent drop in stay and play	Celebration of learning- topic themed stay and play	<p>Fine motor workshop</p> <p>Reading afternoons</p>	<p>Sports Day Family Friday</p> <p>GLD parent workshop</p>
<b>Enrichment</b>	<p>Bring in a picture of your family.</p> <p>Celebrating family day.</p>	<p>Trip to Fineshade woods</p> <p>Christmas baking</p> <p>Christmas performance</p>	<p>Chinese New Year food tasting</p> <p>Chinese New year dancing</p>	<p>Planting and growing seeds</p> <p>Gardening</p> <p>Local walk</p>	<p>Visit a castle</p> <p>Royal tea party</p> <p>Kings and Queens Day</p>	<p>Sports Day</p> <p>Visit new classes- transition.</p>