

**Year N Long Term Curriculum Map 2021-2022**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book and Topic Question	<b>What makes me unique?</b> <b>Autumn</b> Elmer Mixed (colour/me and my family)	<b>What do people celebrate?</b> <b>Winter</b> Stickman You Choose (celebrations, my like/dislikes)	<b>Dinosaurs and Dragons</b> <b>Winter</b> 10 Little Dinosaurs Zog (prehistoric/mythical creatures, expressing myself)	<b>Once upon a time...</b> <b>Spring</b> The Enormous Turnip The 3 Billy Goats Gruff (Traditional tales, my goals)	<b>Everything grows...</b> <b>Spring</b> Jasper's Beanstalk The Very Hungry Caterpillar (Plant cycle, healthy me)	<b>At the Seaside.</b> <b>Summer</b> Commotion in the Ocean Pirates Love Underpants (Habitats, transitions)
Nursery Rhymes	<b>Nellie the elephant</b> <b>Rainbow song</b> <b>Jack be nimble</b> <b>Baa Baa Black sheep</b> <b>Days of the week</b>	<b>Christmas songs</b> <b>I'm a little tea pot</b> <b>Twinkle Twinkle</b>	<b>There's a dinosaur</b> <b>Incy wincy spider</b> <b>10 little dinosaurs</b> <b>Puff the magic dragon</b>	<b>Hickory dickory Dock</b> <b>Jack and Jill</b> <b>There was an old woman who lived in a shoe</b> <b>Mary, Mary quite contrary</b> <b>Three blind mice</b>	<b>It's raining it's pouring</b> <b>Humpty dumpty</b> <b>A tiny caterpillar on a leaf</b> <b>Days of the week</b>	<b>Rain, rain go away</b> <b>Row, row, row your boat</b> <b>The fish in the sea</b> <b>1,2,3,4,5</b> <b>The wheels on the bus</b>
English	<b>*Engage in extended conversations about stories, learning new vocabulary.</b>	<b>*develop phonological awareness so they can spot and suggest rhymes</b>  <b>*Understand the five key concepts about print</b>	<b>*Count or clap syllables in a word</b>  <b>*Understand the five key concepts about print</b>	<b>*Recognise words with the same sound</b>  <b>*develop phonological awareness so they can spot and suggest rhymes</b>	<b>*Engage in extended conversation about stories learning new vocabulary</b>  <b>*Use some of their print and letter knowledge in early writing</b>	<b>*Write some or all of their name – some letters accurately</b>  <b>*Understand the five key concepts about print</b>
Maths	Number songs  Number recognition  Days of the week  Pattern recognition	Reciting numbers (past 5)  Counting  Compare size/amounts  Subitising	Number recognition  Counting  Matching numeral and quantity  2D shapes and properties	Time – sequencing events in the day *Begins to describe a sequence of events, real or fictional using words such as first, then.  Ordering – height, length and capacity  Creating patterns	Sequencing  Measuring sizes  Ordering days of week  Positional language – discuss routes and prepositions, describes a familiar route.	One more – what comes next  Ordering numbers  Days of the week  3D shapes intro

<p>Understanding the World</p>	<p>*Talk about what they see – using wide vocabulary</p> <p>Begins to make sense of their own life story and family history.</p> <p>Harvest (Christianity) – friends and family *continue to develop positive attitudes about the differences between people.</p> <p>*Materials – explore collections of materials with similar and/or different properties <i>Classify materials</i></p>	<p>Talks about season changes they notice.</p> <p>Christianity (Christmas)- *continue to develop positive attitudes about the differences between people.</p> <p>*Materials – discuss changes between materials, explore materials with similar properties</p>	<p>Persian New Year a Nowruz Story (Hinduism) *Know that there are different countries in the world and talk about the .</p> <p>Living things and their habitats – *Begin to understand to care for the environment and living things.</p>	<p>Holi – festival of colour (Hinduism) *continue to develop positive attitudes about the differences between people.</p> <p>Easter</p> <p>Plants *Plant seeds and care for the plant, understand the key features of the plant life cycle. <i>Observe a seed grow to a plant</i></p>	<p>Begins to understand the need to respect and care for the natural environment and living things.</p> <p>Creation Story (Hinduism) *continue to develop positive attitudes about the differences between people.</p> <p>Animal life cycles *Begin to understand the key features of life cycles of an animal.</p>	<p>Knows there are different countries in the world – talk about differences in photos.</p> <p>What happens in a church? (Christianity) *continue to develop positive attitudes about the differences between people.</p> <p>Forces - *Explore different force you can feel.</p>
<p>PSED</p>	<p>Relating to others – being kind. *Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. <b>Being me</b></p>	<p><b>Relationships</b></p>		<p><b>Dreams and goals</b> The Prodigal Son *Help find solutions to conflict and rivalries – talk about feelings</p>	<p><b>Healthy me</b></p>	<p><b>Changing me</b></p>
<p>EAD</p>	<p>*Imaginative ‘small world’ with blocks and construction.</p> <p>Speaking chants/Nursery rhyme chanting</p>	<p>Singing, playing untuned percussion</p> <p>Christmas songs – use of instruments to shake to create snowy soundscape</p>	<p>Decide which materials to use, expressing ideas.</p> <p>Listening with concentration</p> <p>Chinese New Year Music Exploring sounds and rhythms</p>	<p>Use of props and materials during role play – characters and narratives. *Take part in a simple pretend play, using an object to</p>	<p>*Draw with increasing complexity and detail</p> <p>*beginning to develop complex stories using small world equipment</p>	<p>Singing Songs</p> <p>Singing songs for graduation</p> <p>*sing the pitch of a tone sung by another person (‘pitch match’)</p>

	<p>*sing the pitch of a tone sung by another person ('pitch match')</p> <p>Use fingers and other body parts as well as brushes with paint *Explore colour and colour mixing</p>	<p>*remember and sing entire songs *sing the melodic shape of familiar songs Diwali (Hinduism) *Explore different materials – develop ideas about how to use them</p>	<p>*play instruments with increasing control to express their feelings and ideas. *Create close shapes with continuous lines and begin to use these shapes to represent objects. *respond to what they have heard, using their thought and feelings</p>	<p>represent something else even though they are not similar</p> <p>Create, select and combine sounds</p> <p>Soundscape of the Goats over the bridge</p> <p>*Create their own songs, or improvise a song around one they know</p> <p>Use imagination considering what to do with different materials *Develop their own ideas and then decide which materials to use to express themselves.</p>	<p>*remember and sing entire songs</p> <p>*use drawing to represent ideas like movement or loud noises. *Show different emotions in drawings and paintings, happiness, sadness etc.</p>	
PD	<p>Relating to others * Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>*Show a preference for a dominant hand.</p>	<p>Use a range of tools safely and confidently *Use one handed tools and equipment</p> <p>Moving – following basic movements *Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers,</p>	<p>Balancing – *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>*Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Surfaces – *Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. *Use a comfortable grip with good control when holding</p>	<p>Begin to show accuracy and care when drawing *Use a comfortable grip with good control when holding pens and pencils</p> <p>Healthy Lifestyles *Make healthy choices about food, drink, activity and toothbrushing</p>	<p>Object control – keep control of different objects * Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>*Choose the right resources to carry out their own plan.</p>

		paint and make marks.		pens and pencils.		
CLL	<p>RE Harvest – *Enjoys listening to longer stories and can remember much of what happens. *Understands why questions</p> <p>*Be able to express a point of view and to debate when they disagree with an adult or friend.</p> <p>*Use longer sentences of four to six words.</p>	<p>RE Diwali/ Christmas *Enjoys listening to longer stories and can remember much of what happens. *Understands why questions</p> <p>*Can start a conversation with an adult or a friend and continue t for many turns</p>	<p>RE Persian New Year A Nowruz Story *Enjoys listening to longer stories and can remember much of what happens. *Understands why questions</p> <p>*use longer sentences of 4-6 words</p> <p>*Understand a question or instruction that has two parts</p>	<p>RE Holi/Easter *Enjoys listening to longer stories and can remember much of what happens. *Understand s why questions</p> <p>*Know many rhymes, be able to talk about familiar books and tell a long story.</p>	<p>RE Creation Story *Enjoys listening to longer stories and can remember much of what happens. *Understands why questions</p> <p>*Use a wider range of vocabulary * understand a question or instructions that has two parts</p>	<p>What happens in a church? *Enjoys listening to longer stories and can remember much of what happens. *Understands why questions</p> <p>*Use talk to organise themselves and their play</p> <p>*Sing a large repertoire of songs.</p>
Outdoor Learning	Discuss the differences between materials – Material Hunt	Seasonal changes Weather	Small world	<p>Use their imaginations as they consider what they can do with different materials</p> <p>Preparing to grow</p>	Farm trip? Growing our own food	Creating habitats
Skills Builder	Listening Speaking	Problem solving Creativity	Staying Positive Aiming High	Leadership Teamwork	Problem solving Creativity	Staying Positive Aiming High
Careers and Employability	When I grow up	Careers Week Post person Santa	Historian Doctors	Careers Week Story tellers	Gardener Farmer	Fisherman Sailor