

**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	*Engage in extended conversations about stories, learning new vocabulary.	*develop phonological awareness so they can spot and suggest rhymes  *Understand the five key concepts about print	*Count or clap syllables in a word  *Understand the five key concepts about print	*Recognise words with the same sound  *develop phonological awareness so they can spot and suggest rhymes	*Engage in extended conversation about stories learning new vocabulary  *Use some of their print and letter knowledge in early writing	*Write some or all of their name – some letters accurately  *Understand the five key concepts about print
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
Understanding the World	*Talk about what they see – using wide vocabulary  Begins to make sense of their own life story and family history.  Harvest (Christianity) – friends and family *continue to develop positive attitudes about the differences between people.  *Materials – explore collections of materials with similar and/or different properties <i>Classify materials</i>	Talks about season changes they notice.  Christianity (Christmas)- *continue to develop positive attitudes about the differences between people.  *Materials – discuss changes between materials, explore materials with similar properties	Chinese New Year  Living things and their habitats – *Begin to understand to care for the environment and living things.	Holi – festival of colour (Hinduism) *continue to develop positive attitudes about the differences between people. Persian New Year a Nowruz Story (Hinduism) *Know that there are different countries in the world and talk about the Easter  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>	Begins to understand the need to respect and care for the natural environment and living things.  Creation Story (Hinduism) *continue to develop positive attitudes about the differences between people.  Animal life cycles *Begin to understand the key features of life cycles of an animal.	Knows there are different countries in the world – talk about differences in photos.  What happens in a church? (Christianity) *continue to develop positive attitudes about the differences between people.  Forces - *Explore different force you can feel.
PSED	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>	<b>Relationships</b>		<b>Dreams and goals</b> The Prodigal Son *Help find solutions to conflict and rivalries – talk about feelings	<b>Healthy me</b>	<b>Changing me</b>

EAD	<p><b>*Imaginative 'small world' with blocks and construction.</b></p> <p>Speaking chants/Nursery rhyme chanting</p> <p>*sing the pitch of a tone sung by another person ('pitch match')</p> <p><b>Use fingers and other body parts as well as brushes with paint</b> <b>*Explore colour and colour mixing</b></p>	<p>Singing, playing untuned percussion</p> <p>Christmas songs – use of instruments to shake to create snowy soundscape</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><b>Decide which materials to use, expressing ideas.</b></p> <p>Listening with concentration</p> <p>Chinese New Year Music Exploring sounds and rhythms</p> <p>*play instruments with increasing control to express their feelings and ideas. <b>*Create close shapes with continuous lines and begin to use these shapes to represent objects.</b> *respond to what they have heard, using their thought and feelings</p>	<p><b>Use of props and materials during role play – characters and narratives. *Take part in a simple pretend play, using an object to represent something else even though they are not similar</b></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 <b>Use imagination considering what to do with different materials</b> <b>*Develop their own ideas and then decide which materials to use to express themselves.</b></p>	<p><b>*Draw with increasing complexity and detail</b></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') *remember and sing entire songs</p> <p><b>*use drawing to represent ideas like movement or loud noises.</b> <b>*Show different emotions in drawings and paintings, happiness, sadness etc.</b></p>
PD	<p><b>Relating to others</b> <b>* Start taking part in some group activities which they make up for themselves, or in teams.</b></p> <p>*Show a preference for a dominant hand.</p>	<p><b>Use a range of tools safely and confidently</b> <b>*Use one handed tools and equipment</b></p> <p><b>Moving – following basic movements</b> <b>*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, paint and make marks.</b></p>	<p><b>Balancing –</b> <b>*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</b></p> <p>*Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p><b>Surfaces –</b> <b>*Match their developing physical skills to tasks and activities in the setting.</b> 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 pens and pencils.</p>	<p><b>Begin to show accuracy and care when drawing *Use a comfortable grip with good control when holding pens and pencils</b></p> <p><b>Healthy Lifestyles</b> <b>*Make healthy choices about food, drink, activity and toothbrushing.</b></p>	<p><b>Object control – keep control of different objects</b> <b>* Use large-muscle movements to wave flags and streamers, paint and make marks.</b></p> <p>*Choose the right resources to carry out their own plan.</p>
CLL	<p>RE Havest – *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>*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. RE Persian New Year A Nowruz Story *Understands 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	<p><b>Discuss the differences between materials – Material Hunt</b></p>	<p>Seasonal changes Weather</p>	<p>Small world</p>	<p><b>Use their imaginations as they consider what they can do with different materials</b></p> <p>Preparing to grow</p>	<p>Farm trip? Growing our own food</p>	<p>Creating habitats</p>
Skills Builder	<p>Listening Speaking</p>	<p>Problem solving Creativity</p>	<p>Staying Positive Aiming High</p>	<p>Leadership Teamwork</p>	<p>Problem solving Creativity</p>	<p>Staying Positive Aiming High</p>
Careers and Employability	<p>When I grow up</p>	<p>Careers Week Post person Santa</p>	<p>Historian Doctors</p>	<p>Careers Week Story tellers</p>	<p>Gardener Farmer</p>	<p>Fisherman Sailor</p>