

Year N Long Term Curriculum Map 2022-2023

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book and Topic Question	What makes me unique? Autumn Elmer/Mixed I will not ever never eat a tomato	What do people celebrate? Winter Stickman You Choose The Nativity Story	Is it magic? Winter Room on the Broom Jack and the Beanstalk	Where are all the animals? Spring We're going on a Bear Hunt The 3 Billy Goats Gruff	How do things grow? Spring The Very Hungry Caterpillar/Jasper's Beanstalk The gigantic Turnip	What's in the water? Summer Surprising Sharks Billy Bucket
Nursery Rhymes	Nellie the elephant Rainbow song Jack be nimble Days of the week It's raining it's pouring	Christmas songs I'm a little tea pot Twinkle Twinkle	There's a dinosaur Incy wincy spider Jack and Jill Beanstalk song The wheels on the bus	Hickory dickory Dock Three blind mice Baa Baa Black sheep	Humpty dumpty A tiny caterpillar on a leaf Days of the week Mary, Mary	Rain, rain go away Row, row, row your boat The fish in the sea 1,2,3,4,5
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 Pattern recognition Subitizing Counting	Reciting numbers (past 5) Number recognition Compare amounts 2D shapes and properties	Number recognition Counting Matching numeral and quantity Compare size and amount	Positional language – discuss routes and prepositions, describes a familiar route. Ordering – height, length and capacity Creating patterns	Sequencing Ordering numbers Ordering days of week Time – sequencing events in the day *Begins to describe a sequence of events, real or fictional using words such as first, then.	One more – what comes next Measuring sizes Days of the week 3D shapes intro
Understanding the World	*Talk about what they see – using wide vocabulary	Talks about season changes they notice.	Chinese New Year *Know that there are different	Holi – festival of colour (Hinduism)	Begins to understand the need to respect and	What happens in a church? (Christianity)

	<p>Begins to make sense of their own life story and family history.</p> <p>Harvest (Christianity) – friends and family</p> <p>*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>Christianity (Christmas)-</p> <p>*continue to develop positive attitudes about the differences between people.</p> <p>*Materials – discuss changes between materials, explore materials with similar properties</p>	<p>countries in the world and talk about them.</p> <p>Knows there are different countries in the world – talk about differences in photos.</p> <p>Forces - *Explore different force you can feel</p>	<p>*continue to develop positive attitudes about the differences between people.</p> <p>Easter</p> <p>Living things and their habitats –</p> <p>*Begin to understand to care for the environment and living things.</p>	<p>care for the natural environment and living things.</p> <p>Creation Story (Hinduism)</p> <p>*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>Plants</p> <p>*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>*continue to develop positive attitudes about the differences between people.</p> <p>Forces -</p> <p>*Explore different force you can feel</p>
PSED	<p>Relating to others – being kind.</p> <p>*Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Being me</p> <p>Identifying feelings associated with belonging.</p> <p>Identify feelings of</p>	<p>Being Me</p> <p>Skills to play co-operatively with others.</p> <p>Be able to consider others’ feelings.</p> <p>Be responsible in the setting.</p> <p>Celebrating differences</p> <p>Identify what they are good at.</p> <p>Identify feelings associated with being proud.</p> <p>Dreams and goals</p>	<p>Healthy me</p> <p>Can explain what to do if a stranger approaches them.</p> <p>Dreams and goals</p> <p>Understand that challenges can be difficult.</p> <p>Recognise some of the feeling links to perseverance.</p> <p>Talk about a time they kept trying and achieved a goal.</p> <p>Resilience.</p> <p>Feel proud.</p>	<p>Celebrating differences</p> <p>Be able to vocalise success for themselves and about others’ successes.</p> <p>Identify and use skills to make a friend.</p> <p>Recognise emotions when they or someone else is upset, frightened or angry.</p> <p>Relationships</p>	<p>Healthy me</p> <p>Recognise how exercise makes them feel.</p> <p>Recognise how different foods can make them feel.</p> <p>Can explain what they need to do to stay healthy.</p> <p>Can give examples of healthy food.</p> <p>Can explain how they might feel if they don’t get enough sleep.</p>	<p>Changing me</p> <p>Can identify how they have changed from a baby.</p> <p>Can say what might change for them as they get older.</p> <p>Recognise that changing class can illicit happy or sad feelings.</p> <p>Can say how they feel about changing class/growing up.</p> <p>Can identify positive memories from</p>

	<p>happiness and sadness. Celebrating differences Identify some ways they can be the same and different to others. Recognise similarities and differences between their family and friends. Identify and use skills to make a friend Dreams and Goals Be ambitious</p>	<p>Celebrate success. Relationships Can identify what jobs they do in their family and those carried out by parents/carers and siblings.</p>	<p>Recognise how words can encourage people</p>	<p>Can suggest ways to make a friend or help someone who is lonely. Can use different ways to mend friendship. Can recognise what being angry feels like. Can use strategies to calm down when angry or upset.</p>		<p>the past year in home/school.</p>
EAD	<p>*Imaginative 'small world' with blocks and construction. Speaking chants/Nursery rhyme chanting *sing the pitch of a tone sung by another person ('pitch match') Use fingers and other body parts as well as brushes with paint *Explore colour and colour mixing</p>	<p>Singing, playing untuned percussion Christmas songs – use of instruments to shake to create snowy soundscape *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>Decide which materials to use, expressing ideas. Listening with concentration Chinese New Year Music Exploring sounds and rhythms *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>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 Create, select and combine sounds Soundscape of the Goats over the bridge *Create their own songs, or improvise a song around one they know Use imagination considering</p>	<p>*Draw with increasing complexity and detail *beginning to develop complex stories using small world equipment</p>	<p>Singing Songs Singing songs for graduation *sing the pitch of a tone sung by another person ('pitch match') *remember and sing entire songs *use drawing to represent ideas like movement or loud noises. *Show different emotions in drawings and paintings, happiness, sadness etc.</p>

				what to do with different materials *Develop their own ideas and then decide which materials to use to express themselves.		
PD	Relating to others * Start taking part in some group activities which they make up for themselves, or in teams. *Show a preference for a dominant hand.	Use a range of tools safely and confidently *Use one handed tools and equipment 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, paint and make marks.	Balancing – *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. *Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	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 pens and pencils.	Begin to show accuracy and care when drawing *Use a comfortable grip with good control when holding pens and pencils Healthy Lifestyles *Make healthy choices about food, drink, activity and toothbrushing.	Object control – keep control of different objects * Use large-muscle movements to wave flags and streamers, paint and make marks. *Choose the right resources to carry out their own plan.
CLL	RE Havest – *Enjoys listening to longer stories and can remember much of what happens. *Understands why questions *Be able to express a point of view and to debate when they disagree with an adult or friend. *Use longer sentences of four to six words.	RE Diwali/ Christmas *Enjoys listening to longer stories and can remember much of what happens. *Understands why questions *Can start a conversation with an adult or a friend and continue t for many turns	Chinese new year *Enjoys listening to longer stories and can remember much of what happens. *Understands why questions *use longer sentences of 4-6 words *Understand a question or instruction that has two parts	RE Holi/Easter *Enjoys listening to longer stories and can remember much of what happens. *Understand s why questions *Know many rhymes, be able to talk about familiar books and tell a long story.	The very Hungry caterpillar *Enjoys listening to longer stories and can remember much of what happens. *Understands why questions *Use a wider range of vocabulary * understand a question or instructions that has two parts	Billy Bucket *Enjoys listening to longer stories and can remember much of what happens. *Understands why questions *Use talk to organise themselves and their play *Sing a large repertoire of songs.

Outdoor Learning	Discuss the differences between materials – Material Hunt Intro to tools Dress appropriately for weather	Seasonal changes Weather Shelter build Joining sticks (stick man) Walk to woods	Small world Fire Safety	Use their imaginations as they consider what they can do with different materials Preparing to grow – intro to tools to garden Walk – what is growing	Growing our own food Tools - peelers	Creating habitats Fire safety – collect wood, Toasting
Skills Builder	Listening Speaking	Problem solving Creativity	Listening Speaking	Leadership Teamwork	Listening Speaking	Staying Positive Aiming High
Careers and Employability	When I grow up	Post person Santa	Doctors – people that help us	Story tellers Vet Zoo Keeper	Gardener Farmer	Fisherman Sailor