

Reception Long Term Map 2018-19						
Half term	AUT 1 (7 weeks)	AUT 2 (7 weeks)	SPR 1 5 Weeks	SPR 2 5 Weeks	SUM1 7 Weeks	SUM2 6 Weeks
Topics/Theme	Me myself and I	Traditional Tales (Once upon a time)	Storytastic	Claws Jaws and Roars	Ahoy there!	Growing
PSED	Baseline Obs Circle time daily-rules and expectations. School values. Being a good friend. Conflict resolution. Handling emotions. My family-people who are important to me. Our concentric circles; Me, Mum and Dad/Siblings/Where I live, Relatives, School and Friends Organised visits to offices and classrooms around school. Find the Ted. Link to Kidzania trip – what do you want to be when you grow up?	Goldilocks-burglar and intrusion-appropriate behaviour. Respecting eachother and school belongings etc 3BGG-bullying GB Man-tricks/trust LRRH-stranger danger	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. 	Explains own knowledge and understanding, and asks appropriate questions of others	<ul style="list-style-type: none"> Can play in a group, , building up a role-play activity as pirates Initiates play, Keeps play going by. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. <i>Link to Trip – Visit to Princess Diana Memorial Playground/Pirate Ship</i>	<ul style="list-style-type: none"> Children are confident to try new activities. 2. They can say why they like some activities more than others. 3. They are confident to speak in a familiar group. 4. They will talk about their ideas. 5. They will choose the resources they need for their chosen activities. 6. They say when they do or don't need help.
CLL	<ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Understands use of objects Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). Uses vocabulary focused on objects and people that are of particular importance to them. (Speaking 30-50) 	<ul style="list-style-type: none"> Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.(List and Att 30-50) Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how (Sp 30-50)</i>	<ul style="list-style-type: none"> Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives	Know reading will give information in a narrative and non narrative format. Distinguish between facts and story. Develop use of specific vocabulary related to the topic Eg herbivore XC Topic specific vocabulary	1. Children follow instructions involving several ideas or actions. 2. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	<ul style="list-style-type: none"> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. 3. They develop their own narratives and explanations by connecting ideas or events.
PD	FMS focus-daily carousel activities after lunch. Pincer/Tripod pencil grip <ul style="list-style-type: none"> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.	FMS focus-daily carousel activities after lunch. Pincer/Tripod pencil grip <ul style="list-style-type: none"> Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.	GM skills-climbing equipment and Ball control etc in PE sessions <ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. 	<ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Further development of scissor control (XC EXAD) 	<ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. 3. They handle equipment and tools effectively, including pencils for writing. 	
LIT	1:1 Baseline (2 weeks) Writing names RWI phonics-whole class-Set 1 sounds daily. Numbers 1-5-solid understanding and 1:1 correspondence. Numeral formation.	Focus on 1 traditional tale per week-activities focused on this throughout the week. Focus on sequencing stories and storyboards etc 1. Goldilocks 2. Billy Goats Gruff 3. Little Red Riding Hood 4. Three little Pigs 5. Gingerbread Man (recipes) 6. Jolly Postman 7. Christmas Writing-Letters to Santa Talk for Writing focus – retelling stories/ Comprehension/ Sentence structure	Focus on 1 core book per week. Tiger Who Came to Tea (Recipes/ Following instructions/Invitations) The Gruffalo Whatever Next (XC Designing topic link – materials) Paddington Bear-activities focused over the week. (Recipes/Instructions/Recount/Labels and Captions) Weekend News-Mondays-focus Spr CLL-Writing-bullet points. Room on the Broom (XC Designing/Labelling captions) Not Now Bernard	Labels captions and lists	Labels Captions Non Fiction Facts Creative Writing Directions Positional Language	Jasper's Beanstalk -Sequencing and Ordering Events Life Cycles <ul style="list-style-type: none"> Engages in imaginative role-play based on own first-hand experiences. Builds stories around e.g. toy farm animals Non fiction Life cycle explanation sentences XC Science
MATHS (Maths Mastery)		Numbers 5-10-solid understanding and 1:1 correspondence. Numeral formation.	MM Space shape and measure	Addition and subtraction to 20	Addition and number knowledge 1 more 1 less to 50 Measuring capacity Water link to topic	<ul style="list-style-type: none"> Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.)

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<p>UTW</p>	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. (People and Communities 30-50) 	<p>Best techniques and materials to use for 3 little pigs house-why/why not London Zoo Living Nativity – British Values and People and communities</p>	<p>Material Use – design XC Literacy</p> <ul style="list-style-type: none"> Knows how to operate simple equipment e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 	<p>Why the dinosaurs became extinct. Why does the Apatasaur have a long neck</p> <p>Understanding the similarities and differences between animals and environments</p> <p>XC Non Fiction XC Science</p>	<p>Geography link Continents and Oceans Labelling Science/topic specific vocabulary Comparison of animals and climates and language Links to presentations from parents – International Morning</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. <p>Floating and Sinking Boat Design</p>	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. <p>Shows care and concern for living things and the environment.</p> <p>Life Cycles (Ducklings, Butterflies) Animals and Their Young Identifying features of natural world-Forest Schools-trees, plants, pond dipping</p>
<p>EXAD</p>	<p>Self Portraits-using different media and materials Mirror Work-identifying their own features etc-similarities and differences (link to UTW)</p>	<p>Gingerbread designs and making gingerbread. Role play and being imaginative – using props 3 little pigs Junk modelling designs-over 3 weeks-materials used etc</p>	<p>Role play and being imaginative – using props Dressing up.</p>	<ul style="list-style-type: none"> Using different media (eg using pasta to create multi-media pictures Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. 	<ul style="list-style-type: none"> Collaborative project-create pirate ship-modelling Begins to build a repertoire of songs and dances. Link to Matisse Artist paper cutting art 	<ul style="list-style-type: none"> Explores the different sounds of instruments. Explores what happens when they mix colours. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. <p>Selects tools and techniques needed to shape, assemble and join materials they are using. Making models using natural materials – Forest schools</p>
<p>Extras/ Assessments</p>	<p>CEM baseline (1st 2 weeks) Kidzania Local Area walk – features of the local environment</p>	<p>RWI phonics assessment-divide into groups for January start (4 groups) 3 Billy Goats trip – Bridge walk along the canal London Zoo – Living Nativity</p>	<p>Theatre Visit-Hook-Tiger Who Came to Tea/Room on the Broom/The Gruffalo Visit to Paddington Station</p>	<p>Visit to Natural History Museum</p>	<p>International Morning Visit to Pirate Ship Matisse Artist study</p>	<p>Forest Schools Odds Farm</p>
<p>Core Texts</p>	<p>Charlie and Lola – I will not never ever go to school. Lucy and Tom go to school Harry and the dinosaurs go to school. Starting School-Ahlbergs. Owl Babies. So Much. Peepo. Anthony Browne;My Mum, My Dad, My brother.</p>	<p>8. Goldilocks 9. Billy Goats Gruff 10. Little Red Riding Hood 11. Three little Pigs 12. Gingerbread Man 13. Jolly Postman Christmas Writing-Letters</p>	<p>Tiger Who Came to Tea Room on the Broom Whatever Next Paddington Bear Not Now Bernard</p>	<p>Range of non fiction picture books related to dinosaurs Encyclopaedia entries Tyrannosaurus Drip</p>	<p>1. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>2. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Pirate Non-fiction texts Pirate Ships The Night Pirates Shiver me Timbers</p>	<p>. Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>2. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Jaspers Beanstalk Non Fiction growing texts-nature</p>