



Reception Long Term Curriculum Map

Our Vision

- We want our children to make outstanding progress through a broad, knowledge rich curriculum which is relevant to our community; with child friendly purpose that ignites their curiosity and enthusiasm whilst embedding a love of learning.
- We want our children to have high aspirations and expectations for themselves that are inspired by positive role models.
- In our curriculum, children will have a love of literature, experience a range of relevant cultural experiences and have their heritage, talents and skills celebrated.



Each term we pose our “Curriculum Question.” Here we link our learning of new knowledge and skills from the term of work to see how our children would answer the questions based on the new information they have learned.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Question Topic	What makes me special?		What would be in my fairytale land?		How tall can a sunflower grow?	
	It's good to be me!		Once upon a time...		It's a wonderful world!	
Topic	It's good to be me!	People who help us	Winter Wonderland	The Great Outdoors	It's a wonderful world!	Down on the Farm
Possible Themes / Interests / Lines of Enquiry	Starting school and new beginnings. Me – what am I good at? What makes me special? My family and school community. PSED – feelings and relationships. Autumn - Seasons	Halloween Diwali Bonfire Night - Fire Service visit Christmas/ Christmas around the world	Winter - Seasons Winter animals North and South Pole New Year and Lunar New Year Fairytale Growing up – babies - generations	Winter into Spring - Seasons Local Area – Local park visit	Planting/Gardening/ Life cycles – Frog/butterfly/plant/sun flowers Hot countries around the world.	Reduce, Reuse & Recycle Fun Science / Materials Where do we live in the UK / world? The seaside and holidays. Transitions and new beginnings.
Values	Love & Resilience	Unity, Thankfulness and Humility	Aspiration, Compassion & Peace	Forgiveness & Excellent	Friendship	Respect, Faith and Courage



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Values Role Models	Morey Gompertz David Attenborough	Winston Churchill Steve Redgrave	Evelyn Glennie, Cerrie Burnell Martin Luther King	Malala Yousafzai Stephen Hawking	Charles Wicksteed	William Knibb Anne Frank
Curriculum Role Models	Visits from people who help us. E.g. Nurses, Doctors and vets		The mouse from the Gruffalo - brave		David Attenborough – link to animals The old man from The Enormous Turnip shows friendship – makes everyone a turnip dinner	
Whole School Cultural Events	Macmillan coffee morning Healthy Eating Week Black History Month Harvest Festival	Remembrance Day Anti-Bullying Week 20th Nov. Universal Children’s Day St Andrew’s Day Advent (Craft Day)	Martin Luther King Day National handwriting day National Story-Telling Children’s mental Health Week Safer Internet Day	Fairtrade Fortnight Shrove Tuesday, Lent, Ash Wednesday. International Women’s Day World Book Day World Maths Day British Science Week	Pay it forward Week Children’s Book Week Christian Aid Week National Walking Month	Children’s Art Week Global Day of Parents
Key Texts	<u>Read Aloud</u> Bear Hunt by Michael Rosen Hungry Caterpillar by Eric Carl Hug by Jez Alborough Each Peach Pear Plum by Allan Ahlberg Farmer Duck by Martin Waddell My Hair by Hannah Lee I want my potty by Tony Ross Super Duper You by Sophie Henn Mabel and the Mountain by Kim Killyard All the Wats to be Smart by Davina Smart		<u>Read Aloud</u> Rosie’s Walk by Pat Hutchins Look Up by Nathan Bryon Mr Gumpy’s Outing by John Burningham Shhh! By Sally Grindley Six Dinner Sid by Inga Moore Whatever Next by Jill Murphy Lion Inside by Rachel Bright Light House keeper’s Lunch by Ronda Armitage Goodnight Moon by Margaret Wise Brown I Can Only Draw Worms by Will Mabbitt		<u>Read Aloud</u> Mrs Armitage on Wheels by Quentin Blake Hairy Maclary by Lynley Dodd Mrs Noah’s Garden by Jackie Morris The Pea and the Princess by Mini Grey Giraffes Can’t Dance by Giles Andreae Owl Babies by Martin Waddell My Pet Star by Corrinne Averiss When I see Red by Britta Teckentrup Puddling by Emma Perry The Spots and The Dots by Helen Baugh	
Rhymes/ Songs	Hickory Dickory Dock Humpty Dumpty Little Bow Peep Five Little Speckled Frogs	1,2,3,4,5 Once I Caught A Fish Alive Wind the Bobbin Up Twinkle Twinkle Three Blind Mice	Tiny Tim Turtle Jack and Jill Grand Old Duke of York Hot Cross Buns	Incy Wincy Spider Worm at the Bottom of the Garden	Hey Diddle Diddle I’m a Little Teapot Wheels on the Bus Baa Baa Black Sheep Ten in a Bed	Tom Thumb Old Woman who Lived in a Shoe Mary Had A Little Lamb Old MacDonald



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		Five Current Buns Five Little Ducks	Ten Green Bottles	Polly put the Kettle on Row Row Row your Boat Dr Foster		Sing a Song of Sixpence
English	<u>Fiction</u> (Introduction to T4W approach) The Gingerbread Man	<u>Fiction</u> Three Billy Goat's Gruff – Defeating the Monster <u>Non-Fiction</u> information about animals	<u>Fiction</u> Sleepy Bumble Bee – Journey Story <u>Non-Fiction</u> information about insects	<u>Fiction</u> Gruffalo – Journey Story <u>Non-Fiction</u> recounting a journey	<u>Fiction</u> Jack and the Beanstalk - Defeating the Monster <u>Non-Fiction</u> Explaining growing and planting	<u>Fiction</u> Enormous Turnip – Cumulative Tale <u>Non-Fiction</u> instructions for turnip soup
Maths White Rose	Getting to Know You Match, sort and Compare Talk about measure and patterns	It's Me 1,2,3! Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive is 5! Mass and capacity Growing 6,7,8 Length, height and time	Building 9 and 10 Explore 3D shapes	To 20 and Beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
Understanding the World – including	We plan for specific learning within the areas of below however they are not the only elements exclusively taught or made reference to during the term. We will revisit concepts and learning at times throughout the day, week, month, term and year so that the children are constantly revisiting their learning in a contextualised way and encouraged to strengthen their understanding through our carefully designed provision. Where opportunities arise for teaching different elements of Knowledge and Understanding of the world, we will make provision for them. We use the children's interests to help inform our planning of these different units.					



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links to Science, History and Geography	Seasonal Change Daily calendar/Observational Walks/Outdoor classroom We revisit Seasonal changes each term and spend time looking at the current Season to develop an understanding of the effect of changing seasons on the natural world and humans. This includes opportunities for exploration of the Seasons and Weather during Continuous Provision, such as the planting of Spring bulbs during Winter and Summer seeds during Spring. Through our outdoor classroom and community walks we will explore the natural world around us, describing what we see, hear and feel whilst outside.		
	<p style="text-align: center;">Links to Science</p> <p style="text-align: center;">Chemistry – Materials Exploring our classroom and school environment – Materials, developing language of properties, Sinking and floating</p> <p style="text-align: center;">Chemistry – Materials Ice melting – force of heat Magnets – forces Light – shadows/transparency Sounds - Tuning forks/vibrations</p>	<p style="text-align: center;">Links to Science</p> <p style="text-align: center;">Biology – Humans (PSHE – medicines) Healthy Eating Exercise – effects on the body</p> <p style="text-align: center;">Biology – Animals Animal habitats Introduction to life cycles of butterflies, frogs, chicks, ladybirds. Things creatures need to survive</p>	<p style="text-align: center;">Links to Science</p> <p style="text-align: center;">Biology – Plants Growing fruit and veg Plant survival Measuring/ observational drawing of plants</p> <p style="text-align: center;">Biology – Humans/Animals Animal habitats Introduction to life cycles of butterflies, frogs, chicks, ladybirds.</p>
	<p style="text-align: center;">Links to History</p> <p style="text-align: center;">Through stories and class experiences: Talk about members of their immediate family and community.</p> <p style="text-align: center;">Name and describe people who are familiar to them. Understand that some places are special to members of their community. Be able to describe memories that have happened in their own life.</p>	<p style="text-align: center;">Links to History</p> <p style="text-align: center;">Through stories and class experiences: Explore and compare changes over time and family generations. Develop an understanding that there are differences and similarities between people of different ages.</p> <p style="text-align: center;">Compare and contrast characters from stories, including figures from the past.</p>	<p style="text-align: center;">Links to History</p> <p style="text-align: center;">Through stories and class experiences: Be able to talk about similarities and differences between things in the past and now, drawing on my experiences and what has been read to them in class.</p> <p style="text-align: center;">Talk about the lives of the people around them and their roles in society.</p> <p style="text-align: center;">Use time vocabulary to sequence the days of the week and Seasons of the year. Develop an understanding that there are special dates and times that repeat every year.</p>



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	<p>Links to Geography</p> <p>Through stories and class experiences: Each term we will go on community walks and develop an understanding of what makes their local community i.e. school, St Andrew's church and places of worship, shops.</p> <p>Begin to draw information from a simple map during our community walks. Make observations about their immediate environment.</p>		<p>Links to Geography</p> <p>Through stories and class experiences: Each term we will go on community walks and develop an understanding of what makes their local community i.e. school, St Andrew's church and places of worship, shops. Draw information from a simple map during our community walks. Make observations about their immediate environment.</p> <p>Use photos, maps, books and experiences in order to compare different places and environment. Recognise some environments that are different to the one in which they live with a focus on cold countries (North and South Pole).</p>		<p>Links to Geography</p> <p>Through stories and class experiences: Each term we will go on community walks and develop an understanding of what makes their local community i.e. school, St Andrew's church and places of worship, shops.</p> <p>Draw information from a simple map during our community walks. Make observations about their immediate environment.</p> <p>Use photos, maps, books and experiences in order to compare different places and environment. Recognise some environments that are different to the one in which they live with a focus on hot countries (Africa). Begin to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and books.</p>	
	<p>Specifically planned for whole year coverage linked to RE: Recognise that people have different beliefs and celebrate special times in different ways.</p>					
RE	<p>Ourselves, our families and our communities Where do we belong?</p>		<p>Which stories are special and why?</p>		<p>Which places are special and why?</p>	
Expressive Arts/Design	<p>Family drawings/Self portraits. Printing patterns. Observational drawing of pumpkins. Christmas Craft – Making clay candles. Making a bridge from the Three Billy Goats Gruff story. Making Christmas cards.</p>		<p>Observational drawing of animals (North and South Pole). Observational drawings of plants. Making Gruffalo sock puppets. Making Mother's Day cards. Making Easter cross cards.</p>		<p>Observational drawings of African animals (Handa's surprise). Observational drawings of sunflowers. African pattern drawing and printing.</p>	
Music	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect/Rewind/Replay
	<p>Units throughout the year focus on rhythm, pulse and pitch Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.</p>					
Physical Development	<p>Letter join PE - Cambridge Scheme - Games</p>		<p>Letter join PE - Cambridge Scheme – Dance/Gymnastics</p>		<p>Letter join PE - Cambridge Scheme – Gymnastics/Games</p>	



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PSED Coram Scarf	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Trips	Community and Seasonal walks (School playground during Autumn term as children are settling into school)		Community and Seasonal walks		Community and Seasonal walks Mini Meadows Farm	
Courageous Advocacy	Selling poppies Making Christmas cards for the elderly/people on their own at Christmas. Making a Christmas craft to sell at Christmas fair and raise money for school.		Donate a book and toys to a charity shop		Deaf awareness week	
Spirituality	REGULAR: <i>Daily prayers, regular reflection time, P4C sessions</i> 'It's good to be' bags Planting Winter bulbs		REGULAR: <i>Daily prayers, regular reflection time, P4C sessions</i> Life Cycles Recycling		REGULAR: <i>Daily prayers, regular reflection time, P4C sessions</i> Creating a Bug Hotel Farm visit Growing sunflowers	