



Reception Long Term Curriculum Map 2023

Gilbert Colvin Primary School



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	We are all different Fairy Tales Autumn	Around the World Christmas	Cold Places Superheroes People who help us	Minibeasts Growing and Changing Spring	Space Farms	Jungle Animals Seaside Toys Summer Transition
Core Texts/Rhymes	Nursery Rhymes Elmer Little Red Riding Hood 3 Little Pigs Owl Babies	Handa's Surprise Handa's Hen Non-fiction texts The Jolly Postman Christmas	Be brave little penguin The Bear who went Boo Supertato Superkid	Jack and the Beanstalk The Hungry Caterpillar Superworm Aaagh Spider	Whatever Next Here Come the Aliens Farmer Duck What the Ladybird Heard Duck in the Truck 10 things I can do to help my world	The Giraffe who Can't Dance The Lion Who wanted to Love Rumble in the Jungle Rainbow Fish Commotion in the Ocean
RHE Topics	Relationships – people who look after us Our families	Healthy eating (fruit) Being respectful – (respectful friendships)	How to keep safe (999) and internet safety week Mental health - Who can you talk to if you have a problem? (Link to Supertato text) Physical health – dental hygiene.	Physical health – Healthy eating – vegetables (Link to Hungry Caterpillar)	Relationships – working together, sharing, being considerate of others.	Internet safety – part of Year 1 transition
UW Celebrations	We are all special Class charter A democratic classroom Classroom rules promoting safety	Remembrance Day Diwali Mutual respect and tolerance	Festivals (Chinese New Year) Disability awareness and equality	Easter Mutual respect and tolerance of different faiths and beliefs	Ramadan Special places Understanding and respecting different cultures in our community	Making a safe and happy environment (rule of law)
Phonics	Read single – letter Set 1 sounds (first 16)	Read all Set 1 single letter sounds Blend sounds into words orally 25 sounds (all Set 1 single-letter sounds)	Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends 31 sounds (Set 1 Special Friends)	Read Red Storybooks Read 4 double consonants 35 sounds (4 double consonants)	Read Green Storybooks 35 sounds	Read Green or Purple Storybooks Read first 6 Set 2 sounds 41 sounds (first 6 Set 2 sounds)

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<p>Writing</p>	<p>Form lower case letters correctly as they are taught</p> <p>Children will independently recognise and write their own name.</p>	<p>Form lower case letters correctly as they are taught</p> <p>Begin to write cvc words</p> <p>Write tricky words – to, go, no, the, I</p> <p>Spell words by identifying sounds and then writing the sound with letters.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Write 2 or 3 short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Write 2 or 3 short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Increased fluency with letter formation</p> <p>Write more complex sentences. Eg. and, because</p>
<p>Maths</p>	<ul style="list-style-type: none"> Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets Ordering objects and sets <p>Recognise, describe, copy and extend colour and size patterns</p> <ul style="list-style-type: none"> Count and represent the numbers 1 to 3 Estimate and check 	<ul style="list-style-type: none"> Count up to six objects. One more or one fewer Order numbers 1 – 6 Conservation of numbers within six Explore zero Explore addition and subtraction <ul style="list-style-type: none"> Estimate, order compare, discuss and explore capacity, weight and lengths Describe, and sort 3-D shapes Describe position accurately 	<ul style="list-style-type: none"> Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less Days of the week, seasons Sequence daily events Explore addition as counting on and subtraction as taking away Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing 	<ul style="list-style-type: none"> Count up to 15 objects and recognise different representations Order and explore number patterns to 15 One more or fewer Doubling and halving Relationship between doubling and halving Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns 	<ul style="list-style-type: none"> Commutativity Explore addition and subtraction Compare two amounts Count up to 10 and beyond with objects Represent, compare and explore numbers to 20 One more or fewer One more oneless Estimate and count Grouping and sharing Coin recognition and values Combinations to total 20p Change from 10p 	<p>Describe capacities</p> <p>Compare volumes</p> <p>Compare weights</p> <p>Estimate, compare and order lengths</p> <p>Explore numbers and strategies</p> <p>Recognise and extend patterns</p> <p>Apply number, shape and measures knowledge</p> <p>Count forwards and backwards</p>
<p>PSHE</p>	<p>JIGSAW Unit</p> <p>BM (Being Me in My World)</p> <p>'Who am I and how do I fit?'</p>	<p>JIGSAW Unit</p> <p>CD (Celebrating Difference)</p> <p>Respect for similarity and difference. Anti-bullying and being unique</p>	<p>JIGSAW Unit</p> <p>DG (Dreams and Goals)</p> <p>Aspirations, how to achieve goals and understanding the emotions that go with this</p>	<p>JIGSAW Unit</p> <p>HM (Healthy Me)</p> <p>Being and keeping safe and healthy</p>	<p>JIGSAW Unit</p> <p>RL (Relationships)</p> <p>Building positive, healthy relationships</p>	<p>JIGSAW Unit</p> <p>CM (Changing Me)</p> <p>Coping positively with change</p>
<p>Physical Development</p>	<p>Invasion Games:</p> <p>Play a range of chasing games.</p> <p>Follow simple rules.</p>	<p>Compete/Perform</p> <p>Participate in simple games</p> <p>Eg. Hide and seek, follow the leader, chasing games</p>	<p>Movement and Travelling skills</p> <p>Talk about how the body feels</p> <p>Spatial awareness</p>	<p>Ball/Bean bag skills</p> <p>Throwing and catching a variety of equipment</p> <p>Bounce, rebound, roll, throw, catch</p>	<p>Team games</p> <p>Competition, teamwork, following simple rules</p>	<p>Team games and review</p> <p>Review skills and recap any skills that need further work.</p>

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			Balance and coordination skills.	Balance		
UW	(History Links) Talk about lives of people around them. Houses – compare past and present	(History Links) Talk about remembrance day and the past war days Looking at photos from the recent past – family celebrations	(History Links) Talk about the lives of the people around them and their roles in society – people who help us	(History Links) Talk about how humans change and grow Talk about changes in plants over time Changes in clothing over time. Changes in toys over time (Role play – toy shop)	(History Links) Past and Present - Discuss old and new transport with a focus on aeroplanes link to Whatever Next i.e. How baby bear travels to the moon. Discuss the changes of technology through time i.e. phones	
EAD						
EAD – MUSIC SCHEME	Charanga Music scheme Unit 1 Title Me! (See plan)	Unit 2 My stories (See plan)	Unit 3 Our World (See plan)	Unit 4 Big Bear Funk (See plan)	Unit 5 Big Bear Funk (See plan)	Unit 6 Reflect, Rewind and Replay
Communication and Language	The children will explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books throughout the session and during our daily story time. The children will learn to develop their listening and attention during story time. Children will learn to focus on the story and speaker.	Children will explore 'I wonder' questions to encourage and promote thinking and challenges. Children will engage in scientific investigations to explore their 'thinking'. Children will understand and respond to 'why' questions.	Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe past and present events in some detail. Use talk to help work out problems and organise thinking and activities.	Children will listen attentively and will respond with relevant comment. Children will respond to stories and poems they hear by responding with actions. Eg. Role play actions for minibests. Children will use new vocabulary and apply in different contexts.	Children will participate in small group, class and one-to-one discussions, offering own ideas using learnt vocabulary. Children will offer explanations for why things might happen. Children will express their feelings using full sentences. (Eg. I feel happy because it is summer time.)	Children will hold extended back and forth conversations with teachers and peers. Children use past, present and future tense with modelling and support from the teacher (link to Year 1 transition work) Children will make comments about what they have heard in stories and non-fiction texts and ask questions to clarify their understanding.

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	<p>The children will learn our good sitting, good listening, good looking and good talking prompts.</p> <p>The children will begin to learn new vocabulary that is explored through a variety of texts.</p> <p>The children will be offered a language rich environment in which adults talk with children throughout the day.</p>	<p>Children will understand and follow instructions which have two parts.</p> <p>Children will have lots of opportunities to talk in a variety of ways and will be encouraged to start a conversation, express a point of view, debate and use talk to organise themselves.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Explain how things work and why they might happen.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retell the story once they have developed a deep familiarity with the text some as exact repetition and some in their own words.</p>	<p>Children begin to respond to stories with relevant questions.</p> <p>Children will have lots of opportunities to have conversations and will be encouraged to ask questions to clarify their understanding.</p>	<p>Children will use recently acquired vocabulary when expressing their opinions and thoughts. Eg. I will use the foil when making my spaceship.</p>	<p>Children will use conjunctions when expressing ideas, feelings and opinions about their experiences.</p>
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