



# Reception Long Term Curriculum Map Cycle 2

Gilbert Colvin Primary School



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	All About Me Traditional Tales	Around the World	Dinosaurs	New Life	Space	Under the Sea
<b>Core Texts/Rhymes</b>	Nursery Rhymes The Three Little Pigs Goldilocks and the Three Bears Tiger Who Came to Tea Little Red Riding Hood We're Going on a Bear Hunt	Fireworks Diwali The Most Exciting Eid Handa's Surprise My Granny Went to Market Celebrations Christmas	Dinosaur Roar There's a T-Rex dinosaur in Town Dinosaur who lost his roar Dinosaur's Love Underpants Stomp, Chomp Big Roars! – Here Come the Dinosaurs! How to Grow a Dinosaur	The Very Hungry Caterpillar Tiny Seed What the Ladybird Heard The Crunching Munching Caterpillar The Bad Tempered Ladybird Tadpole's Promise	Whatever Next? Here Come the Aliens Roaring Rockets We're Off to Look for Aliens Come to Tea on Planet Zum-Zee Beegu On the Moon	Commotion in the Ocean Rainbow Fish Sharing a Shell Lost and Found Pirate's Love Underpants Little Mermaid 10 Little Pirates
<b>RHE Topics</b>	Relationships – people who look after us Our families	Healthy eating (fruit) Being respectful – (respectful friendships)	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	Relationships – working together, sharing, being considerate of others.	Internet safety – part of Year 1 transition
<b>UW Celebrations</b>	We are all special Class charter A democratic classroom	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	Making a safe and happy environment (rule of law) Careers Week

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	Classroom rules promoting safety Diversity week Black History Month	Anti-bullying day	Valentine's Day	World Book Day Sports Relief Mother's Day	cultures in our community	Sports Week Father's Day
<b>Phonics (RWI)</b>	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)
<b>Writing</b>	Form lower case letters correctly as they are taught  Children will independently recognise and write their own name.	Form lower case letters correctly as they are taught Begin to write cvc words Write tricky words – to, go, no, the, I Spell words by identifying sounds and then writing the sound with letters.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Write 2 or 3 short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Write 2 or 3 short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Increased fluency with letter formation Write more complex sentences, e.g. and, because.
<b>Maths</b>	<ul style="list-style-type: none"> <li>Classifying objects based on one attribute</li> <li>Matching equal and unequal sets</li> <li>Comparing objects and sets</li> <li>Ordering objects and sets</li> </ul> Recognise, describe, copy and extend colour	<ul style="list-style-type: none"> <li>Count up to six objects.</li> <li>One more or one fewer</li> <li>Order numbers 1 – 6</li> <li>Conservation of numbers within six</li> </ul> Explore zero <ul style="list-style-type: none"> <li>Explore addition and subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Count up to ten objects</li> <li>Represent, order and explore numbers to ten</li> <li>One more or fewer, one greater or less</li> <li>Days of the week, seasons</li> <li>Sequence daily events</li> </ul>	<ul style="list-style-type: none"> <li>Count up to 15 objects and recognise different representations</li> <li>Order and explore number patterns to 15</li> <li>One more or fewer</li> <li>Doubling and halving</li> </ul>	<ul style="list-style-type: none"> <li>Commutativity</li> <li>Explore addition and subtraction</li> <li>Compare two amounts</li> <li>Count up to 10 and beyond with objects</li> <li>Represent, compare and explore numbers to 20</li> </ul>	Describe capacities Compare volumes Compare weights Estimate, compare and order lengths  Explore numbers and strategies Recognise and extend patterns

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	<p>and size patterns</p> <ul style="list-style-type: none"> <li>Count and represent the numbers 1 to 3</li> <li>Estimate and check</li> </ul>	<ul style="list-style-type: none"> <li>Estimate, order compare, discuss and explore capacity, weight and lengths</li> <li>Describe, and sort 3-D shapes</li> <li>Describe position accurately</li> </ul>	<ul style="list-style-type: none"> <li>Explore addition as counting on and subtraction as taking away</li> <li>Counting and sharing in equal groups</li> <li>Grouping into fives and tens</li> <li>Relationship between grouping and sharing</li> </ul>	<ul style="list-style-type: none"> <li>Relationship between doubling and halving</li> <li>Describe and sort 2-D and 3-D shapes</li> <li>Recognise, complete and create patterns</li> </ul>	<ul style="list-style-type: none"> <li>One more or fewer</li> <li>One more, one less</li> <li>Estimate and count</li> <li>Grouping and sharing</li> <li>Coin recognition and values</li> <li>Combinations to total 20p</li> <li>Change from 10p</li> </ul>	<p>Apply number, shape and measures knowledge</p> <p>Count forwards and backwards</p>
<b>PSHE</b>	<p><b>JIGSAW Unit</b> BM (Being Me in My World) 'Who am I and how do I fit?'</p>	<p><b>JIGSAW Unit</b> CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique</p>	<p><b>JIGSAW Unit</b> DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this</p>	<p><b>JIGSAW Unit</b> HM (Healthy Me) Being and keeping safe and healthy</p>	<p><b>JIGSAW Unit</b> RL (Relationships) Building positive, healthy relationships</p>	<p><b>JIGSAW Unit</b> CM (Changing Me) Coping positively with change</p>
<b>Physical Development</b>	<p><b>Invasion Games:</b> Play a range of chasing games.</p> <p>Follow simple rules.</p>	<p><b>Compete/Perform</b> Participate in simple games e.g. Hide and seek, follow the leader, chasing games</p>	<p><b>Movement and Travelling skills</b> Talk about how the body feels</p> <p>Spatial awareness</p> <p>Balance and coordination skills</p>	<p><b>Ball/Bean Bag skills</b> Throwing and catching a variety of equipment</p> <p>Bounce, rebound, roll, throw, catch</p> <p>Balance</p>	<p><b>Team Games</b> Competition, teamwork, following simple rules</p>	<p><b>Team Games and Review</b> Review skills and recap any skills that need further work</p>
<b>UW</b>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and</li> </ul>

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	<ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.             <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<p>on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ul>	<p>now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) map</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes</li> </ul>
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				and changing states of matter		and changes in the natural world around them, including the seasons and changing states of matter
<b>EAD</b>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>			
<b>EAD – MUSIC SCHEME</b>	<b>Charanga Music scheme Unit 1 Title Me! (See plan)</b>	<b>Unit 2 My Stories (See plan)</b>	<b>Unit 3 Our World (See plan)</b>	<b>Unit 4 Big Bear Funk (See plan)</b>	<b>Unit 5 Big Bear Funk (See plan)</b>	<b>Unit 6 Reflect, Rewind and Replay</b>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary through the day</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary through the day</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary</li> <li>• Use new vocabulary through the day</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using</li> </ul>

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	<ul style="list-style-type: none"> <li>• Develop social phrases</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop social phrases</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop social phrases</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<p>recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p>ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p>recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
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