

Reception Long Term Curriculum Map Cycle 1

Gilbert Colvin Primary School



Gilbert Colvin
Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me Traditional Tales	Around the World	Superheroes	Growing	Space	Jungle
Core Texts/Rhymes	Nursery Rhymes 3 Little Pigs Goldilocks and the 3 bears Tiger Who Came to Tea 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	Supertato Superdaisy Superkid Superhero ABC Elliot's Midnight Superhero Charlie's Superhero underpants	Jack and the Beanstalk Superworm Aaagh Spider Enormous Potato Oliver's Vegetable Sam plants a sunflower	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	The Giraffe who Can't Dance The Lion Who wanted to Love Rumble in the Jungle Walking through the Jungle Gruffalo Where the Wild Things Are Three Billy Goats Gruff
RHE Topics	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
UW Celebrations	We are all special Class charter A democratic classroom Classroom rules promoting safety Diversity week Black History Month	Remembrance Day Diwali Mutual respect and tolerance Anti-bullying day	Festivals (Chinese New Year) Disability awareness and equality Valentines Day	Easter Mutual respect and tolerance of different faiths and beliefs World Book Day Sports Relief Mother's Day	Ramadan Special places Understanding and respecting different cultures in our community	Making a safe and happy environment (rule of law) Careers Week Sports Week Father's Day
Phonics (RWI)	Read single – letter Set 1 sounds (first 16)	Read all Set 1 single letter sounds Blend sounds into words orally	Blend sounds to read words Read short Ditty stories Read Set 1 Special Friends	Read Red Storybooks Read 4 double consonants	Read Green Storybooks 35 sounds	Read Green or Purple Storybooks Read first 6 Set 2 sounds



Reception Long Term Curriculum Map Cycle 1

		25 sounds (all Set 1 single-letter sounds)	31 sounds (Set 1 Special Friends)	35 sounds (4 double consonants)		41 sounds (first 6 Set 2 sounds)
Writing	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. Eg. and, because
Maths	<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 Recognise, describe, copy and extend colour and size patterns <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 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 one less Estimate and count Grouping and sharing Coin recognition and values Combinations to total 20p Change from 10p 	Describe capacities Compare volumes Compare weights Estimate, compare and order lengths Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards
PSHE	JIGSAW Unit BM (Being Me in My World) 'Who am I and how do I fit?'	JIGSAW Unit CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	JIGSAW Unit DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	JIGSAW Unit HM (Healthy Me) Being and keeping safe and healthy	JIGSAW Unit RL (Relationships) Building positive, healthy relationships	JIGSAW Unit CM (Changing Me) Coping positively with change



Reception Long Term Curriculum Map Cycle 1

Physical Development	Invasion Games: Play a range of chasing games. Follow simple rules.	Compete/Perform Participate in simple games Eg. Hide and seek, follow the leader, chasing games	Movement and Travelling skills Talk about how the body feels Spatial awareness Balance and coordination skills.	Ball/Bean bag skills Throwing and catching a variety of equipment Bounce, rebound, roll, throw, catch Balance	Team games Competition, teamwork, following simple rules	Team games and review Review skills and recap any skills that need further work.
Physical Development						
UW	<ul style="list-style-type: none"> •Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in 	<ul style="list-style-type: none"> •Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the 	<ul style="list-style-type: none"> •Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in 	<ul style="list-style-type: none"> •Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. •Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and 	<ul style="list-style-type: none"> •Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. •Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and 	<ul style="list-style-type: none"> •Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. •Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and



Reception Long Term Curriculum Map Cycle 1

	<p>other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.</p>	<p>natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.</p>	<p>other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.</p>	<p>what has been read in class. • 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 • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>what has been read in class. • 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 • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>what has been read in class. • 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 • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>
EAD	<p>• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.</p>	<p>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.</p>	<p>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.</p>



Reception Long Term Curriculum Map Cycle 1

	<ul style="list-style-type: none"> • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories.
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	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Use new vocabulary through the day • 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. 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Use new vocabulary through the day • 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. 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary • Use new vocabulary through the day • 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. 	<ul style="list-style-type: none"> • 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth 	<ul style="list-style-type: none"> • 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. • Make comments about what they have heard and ask questions to clarify their understanding. 	<ul style="list-style-type: none"> • 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth

Reception Long Term Curriculum Map Cycle 1



Gilbert Colvin
Primary School

	<ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives. • Describe events in some detail • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives. • Describe events in some detail • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives. • Describe events in some detail • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>exchanges with their teacher and peers.</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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. 	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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. 	<p>exchanges with their teacher and peers.</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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.
--	---	--	--	--	---	--