

Reception Long Term Curriculum Map 2021-2022

Term	Autumn 1 Myself and My family	Autumn 2 Festivals and Celebrations	Spring 1 Colours and Artists Chinese New Year	Spring 2 Plants and Animals	Summer 1 Journeys Pirates	Summer 2 Traditional Tales and Superheroes
RE	Myself Welcome	Birthdays Judaism	Celebrating Gathering	Gathering Growing	Good News Friends	Friends Our World Islam
Key Texts	<ul style="list-style-type: none"> • Aaaargh Spider • Hairy Maclary from Donaldson's • Dairy • Monkey Puzzle • Guess how much I love you • Handa's surprise • Pete the Cat 	<ul style="list-style-type: none"> • Pumpkin Soup • The Story of Rama and Sita • Whatever Next • Owl Babies 	<ul style="list-style-type: none"> • Brown Bear, Brown Bear • Bad Tempered Ladybird • Hungry Caterpillar • Sloth • The Mixed up Chameleon • The Very Busy Spider • Polar Bear What Do You Hear • From Head to Toe • Non - fiction texts 	<ul style="list-style-type: none"> • Mr Wolf's Pancakes • Jack and the Beanstalk • Jim and the Beanstalk • Jasper's Beanstalk • Tadpole's Promise • Growing frogs • Non-fiction texts 	<ul style="list-style-type: none"> • We're going on a Bear Hunt • The Night Pirates • Rosie's Walk 	<ul style="list-style-type: none"> • Three Little Pigs • Goldilocks and the Three Bears • Billy Goats Gruff • Supertato • Max • George saves the World by Lunch Time • Super Bat
Literacy	See progression map for literacy					
Mathematics	See progression map for maths					

<p>Personal, Social and Emotional Development</p>	<p>Demonstrate friendly behaviour, initiate conversations forming good relationships with peers and familiar adults. Be more outgoing towards unfamiliar people and more confident in new social situations.</p>	<p>Accept the needs of others by taking turns and sharing resources (sometimes with the support of others). Initiate conversations, attend to and take account of what others say. Be aware of the boundaries set, and of behavioural expectations in the setting</p>	<p>Begin to be confident to speak to others about own needs, wants, interests and opinions. Describe self in positive terms and talk about abilities. Be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. New Year's Goals Being friends - Same and different Online safety Safety in the real world: kitchen, road</p>	<p>Talk about how they and others show feelings Talk about their own and others' behaviour.</p>	<p>Be confident to try new activities, and say why they like some activities more than others. Play co-operatively, taking turns with others.</p>	<p>Take account of one another's ideas about how to organise their activity. Be confident to speak in a familiar group, will talk about their ideas.</p>
<p>Understanding the World Past and Present, People, Culture and Communities, The Natural World</p>	<p>Multicultural week Creating own rhymes Autumn colours in nature Changes in weather</p>	<p>Diwali Christmas Changes in weather</p>	<p>Chinese New Year How paintings came before photographs Changes in weather</p>	<p>Life cycles Growing from a seed Changes in weather</p>	<p>Mapping - pirate travels around the world Changes in weather</p>	<p>Diversity of talents Changes in weather</p>
<p>Expressive arts and design Creating with Materials,</p>	<p>Halloween art Autumn art Learning to sing new songs</p>	<p>Rangoli patterns Diwali music Christmas art Acting Christmas story</p>	<p>Chinese lion dance Chinese lanterns and decorations Chinese music</p>	<p>Class assembly Building homes for animals</p>	<p>Building pirate ships Pirate day Singing pirate songs</p>	<p>Building 3 pigs houses Recreating traditional tales Acting out superhero events</p>

Being Imaginative and Expressive		Singing Christmas songs and carols Christmas carol concert	Creating representation so famous works of art. Creating own works of art in the style of a famous work of art Orally creating own version of Eric Carle stories			
Computing	Learn how to operate simple classroom equipment Can complete a simple program on the computer.	Learn how to operate simple classroom equipment Can complete a simple program on the computer.	Recognise that a range of technology is used in places such as homes and schools. Book creator - create own version of story	Know that we can retrieve information from computers.	Select and use technology for a particular purpose. Recording pictures and sound using iPad Record voice using red disc recorder	Select and use technology for a particular purpose. Use programmable toys
Online safety	<p>Continuous:</p> <p>I can talk about how I use the internet to find things out.</p> <p>I can identify devices I could use to access information on the internet.</p> <p>I can give simple examples of how to find information. (E.g. search engine, voice activated searching).</p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples.</p> <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe the people I can trust and can share this with; I can explain why I can trust them.</p> <p>I can recognise some ways in which the internet can be used to communicate.</p> <p>I can give examples of how I (might) use technology to communicate with people I know.</p> <p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how this can make others feel.</p> <p>I can identify ways that I can put information on the internet.</p> <p>I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset.</p> <p>I can explain how this could be either in real life or online.</p> <p>I know that work I create belongs to me.</p> <p>I can name my work so that others know it belongs to me.</p>					

<p>Physical Development (for handwriting see Literacy Progression Map)</p>	<p>Understand that equipment and tools have to be used safely. Experiment with different ways of moving. Manage their own basic toileting and hygiene needs independently.</p>	<p>Experiment with different ways of moving. Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Show understanding of how to transport and store equipment safely. Practice some appropriate safety measures without direct supervision. Changing for PE Negotiating pace</p>	<p>Use simple tools to effect changes to materials. Handle tools, objects, construction and malleable materials safely and with increasing control. Move with increasing control</p>	<p>Show good control and coordination in large and small movements. Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Handle equipment and tools effectively, including pencils for writing.</p>
<p>SRE Ten:Ten</p>	<p>NSPCC Speak out Stay SAFE</p>	<p>Story Sessions: Handmade With Love Friendship week/ Anti bullying</p>	<p>Session 1: I Am Me Session 2: Heads, Shoulders, Knees and Toes Session 3: Ready Teddy? Safer internet day</p>	<p>Session 1: I Like, You Like, We All Like! Session 2: Good Feelings, Bad Feelings Session 3: Let's Get Real Friends</p>	<p>Session 1: Growing Up Growing</p>	<p>Session 1: God is Love Session 2: Loving God, Loving Others Session 1: Me, You, Us</p>
<p>Trips/ Enrichment</p>			<p>Chinese New Year celebrations</p>		<p>Going on a Bear Hunt Growing Chicks Farm visit Pirate day</p>	<p>Growing caterpillars</p>