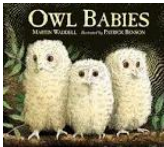
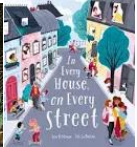
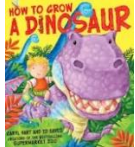
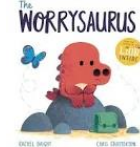
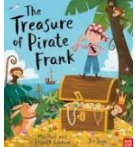
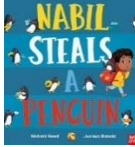
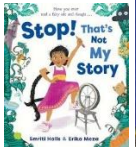


Long Term Curriculum Map

Year R

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Who am I?	Where do I belong?	What was before me?	What can I grow?	Where can I go?	Whatever next?
Key Experiences	- Welly Walks - Staff visits from around the school - Meeting Year 6 buddies - Tours of the school	- Post box walk to drop off Christmas cards - Local walk around Wickham	- Trips to Pre-School to read the children their 'decodable' reading books - Wickham walks - Library visits - Animal visitor	- Walk to the River - Visit from emergency services	Trip to Manor Farm	- Cathedral visit - Host the Church Picnic - Transition day into Year 1 - Live caterpillars
Key Texts	  - Owl Babies - In every house on every street - This is our house - The best Diwali ever - Possible other texts- - Who are you? - So much	  - The Invisible String - The leaf thief - Father Christmas needs a wee - Norman the Slug Saved Christmas	  - The Dinosaur that Pooped - The Three Little Pigs - How to Grow a Dinosaur - The Worrysaurus	  - Goldilocks and the three bears - The Treasure of Pirate Frank - Herman's Letter	  'Nabil steals a Penguin' - My Granny Went to Market 'Meerkat mail'	  - Stop! That's not my story' 'Whatever next, Jill Murphy'

	The Great big book of families					
Resources	- Family photos - Mirrors for self portraits - Small world people - Role play costumes	Leaf Blower	- Dinosaur bones/fossils - Clay for dinosaur poo - Sticks, bricks, straw	- Porridge - Tea - Giant box	- Food from around the world - Magic carpet - Cotton wool	- Job leaflets - Material for costume making
PSED	- Recognise and begin to understand their own and others feelings linked to starting school and other new beginnings - Learning skills to identify their own fears, solve problems and calm down - Thinking about feelings of characters in stories and how they deal with problems - Utilise self-regulation strategies such as: breathing	- Talk about how they are feeling - Begin to consider the feelings of others - Adapt behaviour to a range of situations - Put P.E kit on independently - Gain confidence to try new activities - Play with children who are playing with the same activity - Begin to develop friendships	- Understanding their own and others feelings linked to an emotions chart - SCARF- Managing our own needs and feelings - Chatterbox time- listening, looking, waiting skills - Problem solving with puzzles and games. - Engaging in group games - My Happy Minds - Listening to others and sharing own news	- To consider the feelings and needs of others - To identify and moderate their own feelings socially and emotionally - Puzzle time- Listening, turn taking, communicating, problem solving - PDL – Growing and changing - Friendship groups and inclusive behaviour - PSED focused book hooks - To use my happy minds to embed PSED learning	- To consider the feelings and needs of others - To control their emotions using a range of techniques - Puzzle time – to work as a group - Lego challenge time- to work as a group - PDL - People who help us - Use feelings chart and zones of regulation to attempt to explain their own feelings	- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Practicing skills to overcome fears, help others solve

	techniques and calm spaces	Have positive relationships with all Year R staff	- Begins to compromise before a problem - Follow simple rules - Name things that I am good at	throughout the provision.		problems and calm down - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Structured morning lessons to increase stamina for Year 1 transition.
Communication and Language	- Talking and listening to each other about our families, what we enjoy and don't like - Listening and talking about stories linked to author focus, with familiar settings and linked to the children's interests - Author Focus: Julia Donaldson	- Engage in story times, joining in with repeated phrases and actions - Understand how and why questions - Respond to instructions with more than one step - Answer questions in front of whole class. - Puzzle time	- Talking and listening to others about things that they want to learn. - Listening, predicting and retelling stories linked to author focus, with familiar settings and linked to the children's interests. - Using our words when needing or wanting	- Talking and listening to others about things that they want to learn. - Talking partners: practising turn taking in small groups using a book hook stimulus - Using our words when needing or wanting something from another child. - Following stories without pictures or props.	- To use talk to organise, sequence and clarify thinking, ideas, feelings and events - To link statements and stick to a main theme - Book talk: Listening, predicting, asking questions and retelling stories linked to author focus	- Listen attentively and respond with relevant questions, comments. - Ask questions to clarify understanding; - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

			something from another child. • Chatterbox time • Puzzle time, language time • Speak to peers about things they've heard • Take part in discussions	• Engaging in non-fiction texts • Chatterbox and listen box • Puzzle time • To retell a story to their peers using traditional tails as a stimulus	• Using our words when needing or wanting something • Time to talk communication group. • To understand questions such as who, what, where, when, why and how • Engaging in non-fiction texts	• 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.
Physical Development	• Getting changed and dressed independently for PE	• Get changed and dressed independently for PE • Funky Fingers	• Getting changed and dressed independently for PE	• Getting changed and dressed independently for PE- taking off	• Getting changed and dressed independently for PE- taking	• Get changed and dressed independently for PE- taking

	- Funky Fingers - Jumping and stretching in PE - Starting to take responsibility for personal hygiene - Write Dance	- Explore different ways to travel: Balancing on bikes; running, stopping and changing direction, jump, hop - Multi-skills: bat and ball skills – aiming and striking - Den build in the conservation area - Independently put on water suit and coat. - Use anticlockwise movement and retrace vertical lines	- Independently zipping and buckling up coats - Playground games - Taking more responsibility for hand washing - Multi-skills – group games - Funky finger activities	jumpers independently. - Dancing - Building own obstacle courses using gross motor skills	off jumpers independently - To hold scissors correctly and cut - out small shapes - To move with control and coordination, copying, linking and repeating actions - Clever bodies	off jumpers independently - Hold a pencil effectively for fluent writing – using the tripod grip in almost all cases - Use a range of small tools, including scissors, paint and cutlery;
P.E.	- P.E: Multi-skills - balance - P.E: Multi-skills – agility and co-ordination		PE- special awareness, balance, control	Introduction to PE Unit 2: Learn the basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with	- P.E: Multi-skills – Simple defending and attacking games - P.E: Multi-skills-throwing and catching – aiming games	P.E: Multi-skills – Simple defending and attacking games

				a partner and group. Taking part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules		
Reading	• Reading stories linked to interests • Show awareness of rhyme, alliteration and syllables • Reading from left to right • How to turn pages in a book • Begin to hear initial sounds • Re-tell stories that they have heard • To engage in helicopter stories	• Independently read set 1 fiction and non-fiction text.	• Reading stories linked to interests • Book Talk- exploring non-fiction texts • Make it up Monday (story building) • Reading sentences and writing phrases • Beginning to recognise capital letters • Decoding reading books • Following recipes at the snack station	• To read stories linked to interests • To read and write sentences • To decode and comprehend reading books • Helicopter Stories	• To begin to answer questions about what they have read • To use vocabulary that is influenced by their experiences of books • To read and write sentences • To decode and comprehend reading books • Perform and tell Helicopter Stories	• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • Say a sound for each letter in The alphabet and at least 10 digraphs; • Read words consistent with their

						phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including taught common exception words.
Phonics	Phonics: - Phase 1 Phonics - Learning how to listen to different sounds - Recognising words that start with the same sound when spoken-alliteration - Recognising words that sound the same i.e. rhyme	- Phase 2 Phonics - Learning how to blend different sounds - More fluently reading words that sound the same i.e. rhyme - Phase 2 Phonics; s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, ll, ss, j, v, w, x, y, z, zz, qu, sh, th, ng, nk	- Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp - Tricky words: was you they my by all are sure pure	Embedding Phase 3 -ai ee igh oa oo oo ar or ur ow oi ear air er -Words with double letters: dd mm tt bb rr gg pp -Longer words e.g; patt/ern -Words with two or more diagraphs e.g; shorter (sh-or-t-er) -Tricky words: all are sure pure,	Phonics: Phase 4 - Short vowels CVCC and CCVC - Short vowels CCVCC CCCVC CCCVCC longer words - Longer words and compound words - Root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est - Tricky words: said so have like some come love do were	Phonics: Phase 4 - long vowel sounds CCVC CCCVC CCV CCVCC - Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words - root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est

	Phase 2 Phonics; s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l	Tricky words: l, is, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be		full, pull, push, put, go, no -Words ending in 'ing' and compound words	here little says there when what one out today	Tricky words: said so have like some come love do were here little says there when what one out today
Writing	- Writing names - Initial sound writing - Establishing meaning with mark marking - Funky finger opportunities - Pencil grip	- Writing names - Writing CVC words - Use the correct letter formation of taught letters	- Reading sentences and writing phrases - Forming letters	- To form lowercase letters correctly - To recognise and begin to form capital letters - To spell words using taught sounds - To spell some taught tricky words correctly - To write sentences using fingers spaces - To understand that sentences start with a capital letter and end with a full stop	- To form lowercase letters correctly - To recognise and form capital letters - To begin to write longer words which are spelt phonetically - To spell some taught tricky words correctly - To use fingers spaces and full stops when writing a sentence - To understand that sentences start with a capital letter	- Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing The sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

Maths	• Subitising within 3 • Focus on counting skills • Explore how all numbers are made of 1s • Focus on composition of 3 and 4 • Subitise objects and sounds • Comparison of sets - 'just by looking' • Use the language of comparison: <i>more than</i> and <i>fewer than</i>	• Focus on counting skills • Focus on the 'five-ness of 5' using one hand and the die pattern for 5 • Comparison of sets - by matching • Use the language of comparison: <i>more than</i>, <i>fewer than</i>, <i>an equal number</i> • Explore the concept of 'whole' and 'part' • Focus on the composition of 3, 4 and 5 • Practise object counting skills • Match numerals to quantities within 10 • Verbal counting beyond 20	• Subitise within 5 focusing on die patterns • Match numerals to quantities within 5 • Counting – focus on ordinality and the 'staircase' pattern • See that each number is one more than the previous number • Focus on 5 • Focus on 6 and 7 as '5 and a bit' • Compare sets and use language of comparison: <i>more than</i>, <i>fewer than</i>, <i>an equal number to</i> • Make unequal sets equal	• Focus on the 'staircase' pattern and ordering numbers • Focus on ordering of numbers to 8 • Use language of <i>less than</i> • Focus on 7 • Doubles – explore how some numbers can be made with 2 equal parts • Sorting numbers according to attributes - odd and even numbers	• Counting – larger sets and things that cannot be seen • Subitising – to 6, including in structured arrangements • Composition – '5 and a bit' • Composition - of 10 • Comparison – linked to ordinality • Play track games	• Subitise to 5 • Introduce the rekenrek • Automatic recall of bonds to 5 • Composition of numbers to 10 • Comparison • Number patterns • Counting
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Understanding the World	• Drawing maps of the classroom and the stories • Welly walks to learn about Autumn • Looking at different types of jobs in fiction and real world • Harvesting vegetables in the allotment • Exploring the conservation area • Begin to compare stories	• Look at different types of jobs in fiction and real world • Guy Fawkes / Bonfire Night • Look at maps of the world • Explore different animals of the world through stories • Remembrance day • know some similarities and differences between things in the past and now, drawing on their own experiences • Know the name of the village the school is in and the features of their immediate environment • Know about and recognise the signs of Autumn on Welly Walks	• New Year's Resolutions • Shrove Tuesday • Welly Walk Wednesdays • Exploring maps of the local area • Chinese New Year – exploring China on the globe • Signs of Winter (Welly Walks) • Exploring changes over time- bringing in baby photos of themselves • Exploring habitats around the world • Animal adaptations	• Shrove Tuesday • Travel • Signs of Spring (Welly Walks) • Planting and growing Vegetables • Easter Celebrations • Mothering Sunday	• Forest school Wednesdays • Signs of Summer (Welly Walks) • To observe the growth of seeds and talk about changes • To learn about lifecycles of plants and animals • Earth day- to learn about taking care of the environment	• Signs of Summer (Welly Walks) • Harvest our vegetables and prepare dishes for our picnic • Learn about the lifecycle of a Butterfly • Our community
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Expressive Arts and Design	• Junk modelling • Finger painting and hand painting • Developing tool skills of using scissors, hole punch, • Using playdough to develop the skills of moulding and shaping • Singing and dancing	• Hold scissors correctly and cut along a straight and zigzagged lines • Purposely planning constructions • Perform Nativity songs • Use a tripod grip when using mark making tools • Explore different techniques for joining materials (Glue Stick, PVA, masking tape) • Use some cooking techniques • Build multi-media models • Use a range of artistic materials • Mix primary colours to make secondary colours	• Using different materials to create texture on their drawings • Using tools such as paint brushes and paint rollers to paint large scale paintings • Making their own paint out of powder paint • Mixing prime colours to create their desired colour • Making play dough • Performing and retelling different stories through role play • Preparing their own snack • Junk modelling	• Knowing which prime colours you mix together to make secondary colours • Sharing creations and talk about the process • Exploring different techniques for joining materials (Glue Stick, Tape, Split • Using PVA, Masking Tape, Tape, Split • Using pins • Making props and costumes for different role play scenarios • Using some cooking techniques at the snack making station • Moving in time to music • Learning songs to join in with whole school singing workshops • Using the transient art area to create	• To plan what they are going to make (cooking, construction, junk modelling) • To use natural objects to make a piece of art (Andy Goldsworthy) • To know how to work safely and hygienically • To draw more detailed pictures of people and objects • Making props and costumes for different role play scenarios • To act out well known stories • To follow a musical pattern to play tuned instruments • Moving in time to music • To join in with whole school singing workshops	• 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; • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in
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				interpretive art pieces		time with music.
R.E.	- Harvest Festival - Investigating foods at harvest time such as apples, berries and pumpkins - Creation - Talk about how Hindus celebrate Diwali	Know why Christians put on nativity plays at Christmas	Specialness- Special things	- Symbols & Salvation - Easter Story	Power: Ganesh Hinduism	Special Clothes
Spirituality	 Self - Who am I? Self/Others - Who is special to me? Others - What festivals do other people celebrate? World - What is special in the world around me?	 Self - What makes me important in the world? Others - How have others changed the world? World – How is Christmas celebrated around the world? Beyond – Do I believe in a God?	 Self – What is special to me? Others – What is special to others? World – How has the world changed?	 Self – How do I impact the world? Others – How do others help me? Do we all need the same help? Beyond – Is there something beyond Earth?	 Self – Where do I see myself in the world? Others – Does everyone have the same experiences as me? World – Is the experience of the world better in one place than another?	 Self – How have I grown this year? Others – How have others helped me and how have I helped them? Beyond – Do I need to see things to know they are there?
British Values	Democracy – Voting for story to read at story time Tolerance – Learning to get along with each other Respect – Looking after our belongings,	Democracy – Voting for stories and Class Worship Ambassadors Tolerance – Learning about how others may celebrate different festivals and	Democracy – Voting for changes to provision Tolerance – Learning to celebrate the character strengths of others	Democracy – Voting for changes to provision Tolerance – Learning to celebrate individual differences Respect – Respecting each other’s differences	Democracy – Voting for stories and roles within class Tolerance – Learning about how life differs in different parts of the world and cultural background and	Democracy – Voting for recipes to make for our church picnic Tolerance – Learning about how life differs in different parts of the world and cultural background and

	resources and each other Liberty – Choosing how we use our Discovery Time Rule of Law – Learning school rules Ready, Safe, Respectful and rules within provision	celebrating differences Respect – Respect linked to Remembrance Day Liberty – Choosing how we use our Discovery Time Rule of Law – Developing our own rules within our play	Respect – Respecting each other's differences Liberty – Choosing how we use our Discovery Time Rule of Law – Developing our own rules within our play	Liberty – Choosing how we use our Discovery Time Rule of Law – Developing our own rules within our play	celebrating these differences Respect – Respecting each other's differences Liberty – Choosing how we use our Discovery Time Rule of Law – Understanding there are different rules in different situations (Manor Farm Trip)	celebrating these differences Respect – Respecting places of worship whether they are our places of worship or not (Cathedral visit) Liberty – Choosing how we use our Discovery Time Rule of Law – Developing our own rules within our play
My Happy Mind	Meet your brain Your brain and your mind are different	Meet your brain - Neuroplasticity – you can grow your brain when you practice and work on something - Team H-A-P – we can be our best when all three parts work together	Celebrate - What the different types of Character Strengths are - How children can learn to spot different strengths in themselves and others - Which Character Strengths the children identify with	Appreciate - The Wheel of Gratitude - this is a way to think about the types of gratitude that children should try to take the time to notice - Ourselves - this is really focused on building self-esteem. By continuing to focus on Character Strengths, the children are encouraged to think about what they appreciate about themselves or	Relate - The importance of being able to relate to and get along with others in order to have positive relationships. - The need to be able to see other perspectives in order to build relationships. - Active Listening - is focused on building Active Listening skills to ensure that children are really understanding other points of view rather	Engage - The children set Big Dream Goals. Big Dream Goals are goals that the children are passionate about and that are important to them. - The children then use the goal-setting framework which is: Set a clear goal Describe key actions Identify any help they may need.

				their top strengths. • Others - children are encouraged to stop and reflect on who in their lives they appreciate and why. The Character Strengths lens can be used again here. • Experiences - using Happy Breathing as a vehicle here, children are encouraged to stop and think about the simple, everyday experiences that they have, e.g., eating, playing, etc.	than jumping to conclusions. The Active Listening checklist includes: making eye contact, smiling, having no distractions, remembering what is said, asking questions to clarify and summarising.	
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