



Year R Long Term Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	All About Me! / Rhyme <i>Early exposure to rhyme & alliteration (ready for learning Phonics). Helps chn develop their early Literacy skills. Repetition of words, ideas & skills are important for early brain development to create secure foundations for early learning.</i>	Bbrrr... It's Cold Outside <i>Exposes chn to begin to understand the importance of tackling climate change / safeguard the Antarctica from its worst effects. Helps to teach the chn to grow up to be responsible citizens.</i>	China <i>Introduces the chn to different cultures & traditions that they may not be familiar with.</i>	Dinosaurs Sparks <i>conversations around complex topics such as time / history, death / extinction & environmental issues. They teach chn that we don't know everything about our world & humans are still learning & exploring. Introduce and study a famous explorer: Captain James Cook</i> Yr 2 study of Mary Anning / Yr 3 (rocks in Science).	Fairy tales <i>Explore emotions through simple themes that chn can understand. Teach resilience & how to overcome problems within our lives & tackle tough subjects such as stranger danger. Expands chn's imaginations, story structure & builds on language & repetitive phrases, which help with early Literacy skills.</i>	Pirates <i>Learning through play, games & using their imagination. Historical figure: Blackbeard. Conversations about people and events that are in the past and present. Researching information and processing it (encouraging flexible thinking and the creation of patterns); Reasoning the ability to explain events and human actions; thinking creatively; evaluating.</i>
Key Texts	The Dot; The Rainbow Fish; Owl Babies; I'm the Best; The Lion who wanted to Love; The Cross Rabbit; Once there were Giants; Oliver's Vegetables.	Worried Arthur; Penguins Can't Fly; Non-fiction texts about Celebrations (Diwali and Christmas).	Traditional Chinese tales: The Race to Ch'u Yuan, Year of the Animal. Non-fiction texts about CNY celebrations: C is for China. Recipe books.	Stomp, Chomp, Big Roars Here Come the Dinosaurs! The Dinosaur that Pooped the Past. The Dinosaur Games. Non-fiction texts about dinosaurs.	Fairy tales: - The Elves and the Shoemaker; Goldilocks & the Three Bears; The Little Red Hen / The Ugly Duckling; - The Gingerbread Man (1 week each); Each Peach Pear Plum. Non-fiction texts re-capping on life-cycles from previous terms (Chicks in).	Here Be Monsters! Non-fiction texts about Pirates (Extreme Pirates). Pirate study on Edward Teach (Blackbeard). Secondary sources – books and the internet to research.
Literacy	Writing baseline assessments; Rhyme and alliteration; Get well cards to Humpty Dumpty; Lists of items for nursery rhyme characters; Reciting favourite nursery rhymes; Labelling.	Label writing; descriptive writing of an animal living in Antarctica. Lists / letters to Father Christmas. Diwali cards. Instruction writing.	Chinese banners (focus of different ways of writing - down instead of across); airport tickets / passports & postcards (China WOW day); Recipe writing.	Re-visit Rhyme, alliteration and onomatopoeia. Instruction writing (focus on imperative verbs). Story settings.	Story sequencing, re-telling / alternative endings; Letter writing to the Elves from the Shoemaker; Speech / thought bubbles for story characters; Re-visit recipe writing from term 3 (introducing time connectives).	Speech / thought bubbles; Story / scene settings – descriptive writing. What can you see through the Pirate's telescope? Re-counts of Blackbeard's life & diary entries (pirate's perspective).



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Cross Curricular writing	Free mark-making through play and areas of learning, i.e. construction instructions / labelling. PSED (school values) and RE – Being Special: Where do I belong?	Role-play opportunities. Use of writing frames / free mark-making. Art – underwater messages (wax wash with water colours). DT – recipe / menu writing. PSED (school values) and RE.	Role-play / WOW day opportunities (passports, boarding passes). DT – recipe / menu writing.	Science – instructions for how to make a volcano. DT – labelling bag design & outfit for explorer (Captain James Cook).	Science – plant diary; DT – shoe design (labelling shoe design and evaluation form); Chick diary for chicks from eggs-hatching-chicks-hens/cockerals.	History – Blackbeard’s diary. DT – instructions for making a telescope.
Maths	<p>Maths baseline assessments.</p> <p><u>White Rose – Just Like Me!</u> Match and sort compare amounts; Guess My Rule; Odd One Out; Comparing Amounts; Compare Size, Mass and Capacity; Making Simple Patterns.</p> <p><u>White Rose – It’s Me – 123.</u> Representing 1,2,3; Comparing 1,2,3; Hidden Objects; Circles and Triangles; Spatial awareness.</p>	<p><u>White Rose – Light and Dark.</u> Four; Five; Build and Count; One More and One Less; Hidden Objects; Shapes with 4 Sides; Combining Shapes; Night and Day.</p>	<p><u>White Rose - Alive in 5!</u> Introducing zero; Comparing numbers to 5; Composition of 4 and 5; Hidden Bonds; Compare Mass (2); Compare Capacity (2); Number Shapes Balance.</p> <p><u>White Rose - Growing 6,7,8.</u> 6, 7 and 8; Making Pairs; Composition of 6, 7 and 8; Combining 2 Groups; Exploring Possibilities; Length and Height; Time.</p>	<p><u>White Rose – Building 9 and 10.</u> 9 and 10; Comparing Numbers to 10; Bonds to 10; 3D Shape; Pattern (2); Which Pattern Fits?</p> <p><u>White Rose – To 20 and Beyond.</u> Consolidating Key Skills; Building Numbers Beyond 10; Counting Patterns Beyond 10; How Many is 100? Spatial Reasoning (1).</p>	<p><u>White Rose – First Then Now.</u> Consolidating Key Skills; Adding More; Taking Away; Spatial Reasoning (2).</p> <p><u>White Rose – Find My Pattern.</u> Consolidating Key Skills; Doubling; Sharing and Grouping; Even and Odd; Finding Half; Spatial Reasoning (3).</p>	<p><u>White Rose – On the Move.</u> Consolidating Key Skills; Deepening Understanding; Patterns and Relationships; Spatial Reasoning (4); Problem Solving.</p>
Science	Life-cycles (humans). What are shadows? / Concept of light and dark. Observing the effects exercise has on our bodies & how these compare with when we do not exercise.	Identifying features in different environments. Knowing why some animals can survive in certain conditions and others cannot. Life-cycles (penguins).	Floating and sinking / forces for creating Chinese Dragon boat. How can you get it to move without touching it? Exploring magnets and other forces / gradients of slopes.	Introducing the terms: herbivores, carnivores and omnivores. Sorting the dinosaurs into groups – those that could swim / those that could not. Introduce the word – classify.	Growing plants and flowers & observing changes over time. Attempting to name the main parts of a plant (Daffodils). Introduce the word – observe. Testing the durability of different materials (shoe making).	Floating and sinking. Understanding what is meant by ‘healthy eating.’ Being able to make healthy choices & creating a healthy plate of food for the Captain’s crew. Understanding the importance of resting. Pirate ship / raft building – Parents & Children’s WOW day / school trip to Ryton Pools (consolidating on previous term’s knowledge of materials – selecting



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	Knowing that we have 5 senses & being able to identify them.	Concept of light and dark – How shadows are formed.		Changes over time in the natural environment – Could dinosaurs survive in today's world? Would they need to change in order to survive? How? Volcano making!	Forces – How quick can the Gingerbread man escape from the fox? Hot air balloon, scooter, car... Would he travel slower on a bumpy surface? Why?	appropriate materials to ensure they don't sink & get wet. What would be the best waterproof material? Explain why. Introduce the word – predict.
Working Scientifically (Procedural Knowledge) is taught throughout each unit						
History	Personal history – identifying similarities and differences between when they were a baby and now they are a child.			Time lines of different dinosaur periods. What do we mean by 'the past and present?'		Researching what it was like to be a pirate. Drawing information from different sources. Historical figure: Blackbeard.
Working Historically (Procedural Knowledge) is taught throughout each unit						
Geography		Using map / globe to identify Antarctica.	Using map / globe to identify China. Features (introduction to human and physical features).			Very basic introduction to co-ordinates (treasure maps). Introduction to compass points and full, half and quarter turns.
Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units						
RE	Thematic: Being Special: Where do I belong? Communities. Harvest Festival and helping others.	Understanding Christianity: Why do Christians perform nativity plays? INCARNATION	Thematic: What times / stories are special and why?	Understanding Christianity: Why do Christians put a cross in an Easter garden? SALVATION	Understanding Christianity: Why is God so important to Christians? GOD / CREATION	Thematic: What places are special and why?
Art	Self-portraits (silhouettes). Kandinsky inspired self-portraits. Observational drawing of fruit and vegetables (Harvest).	Canadian artist David McEown – Antarctica scenes in watercolour.	Charcoal drawings of animals. Shade of colours for Chinese dragon. Chinese banner writing. Chinese blossom pictures.	Art (aerial view of dinosaurs) using natural resources. Dinosaur hand print paintings. Salt-dough fossils.		Pirate portraits. Pirate themed Pop-Art prints on polystyrene tiles (Andy Warhol inspired).
DT		Design and make a contraption to help the Hudson and his penguin friends fly (Penguins Can't Fly). Cooking Christmas dishes / Christmas decorations.	Cooking Chinese food / dishes. Making Chinese lanterns, Kites and Dragon boats. Chinese opera masks.		Making puppets – joining seams / stick puppets. Design and make a new pair of shoes for the shoemaker's struggling business.	Designing a healthy dish of food and making it. Making telescopes (rolling, ripping techniques) / Moving compasses.
Music	Charanga: Me!	Charanga: My stories.	Charanga: Everyone!	Charanga: Our World.	Charanga: Big Bear Funk.	Charanga: Refelct, Rewind and Replay.
PE	Real PE: Personal –	Real PE: Social –	Real PE: Cognitive –	Real PE: Creative –	Real PE (Swimming).	Real PE (Swimming).



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	I can work on simple tasks by myself. I can follow instructions and practise safely. Coordination / Balance.	I can work sensibly with others, taking turns and sharing. Balance – Agility / Static Balance.	I can name some things I am good at. I can understand and follow simple rules. Dynamic / Static Balance.	I can explore and describe different movements. Coordination / Counter Balance.	Real PE: Physical – I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control. Coordination / Agility.	Real PE: Health and Fitness – I am aware of why exercise is important for good health. Agility / Static Balance.
Computing	ICT in the environment – What are different pieces of equipment used for? Talking pegs for reciting favourite nursery rhymes (Literacy).	ICT to support learning (apps on the Ipads / completing games on the IWB).	ICT to support learning (apps on the Ipads / completing games on the IWB).	Mini Mash.	Mini Mash.	Mini Mash.
MfL						
PSHE	Settling in; school and class expectations. Heart smart: Intro – Get Heart smart.	Heart smart: Don't forget to let love in!	Heart smart: Too much selfie isn't healthy!	Heart smart: Don't hold onto what's wrong!	Heart smart: Fake is a mistake!	Heart smart: No way through isn't true!

In-school visits to support learning – Dental nurse visit (taking care of our teeth) – Term 1. Diwali celebrations - Term 2.

WOW Days – Term 2 (Arctic), Term 3 (China), Term 5 (Fairy tale assembly), Term 6 (Pirates).

School trip (Summer term 2) – Ryton Pools.