



## Year R Long Term Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	<b>All About Me! / Rhyme</b>	<b>Bbrrr... It's Cold Outside</b>	<b>China</b>	<b>Dinosaurs</b>	<b>Fairy tales</b>	<b>Pirates</b>
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; <b>Non-fiction texts</b> about Celebrations (Diwali and Christmas).  <i>Titles to be added...</i>	<b>Non-fiction texts</b> about CNY celebrations: C is for China. Recipe books.  <i>Titles to be added...</i>	Stomp, Chomp, Big Roars Here Come the Dinosaurs! The Dinosaur that Pooped the Past. The Dinosaur Games.  <i>Titles to be added...</i>	Fairy tales: -Little Red Riding Hood; -Jack and the Beanstalk / The Gingerbread Man (1 week each); -The Elves and the Shoemaker (2 weeks for each text). Each Peach Pear Plum.	Here Be Monsters! <b>Non-fiction texts</b> about Pirates (Extreme Pirates).  <i>Titles to be added...</i>
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.	Lists / letters to Father Christmas. Diwali cards. Instruction writing.	Recipe writing. Postcards.	Re-visit Rhyme, alliteration and onomatopoeia. Instruction writing (focus on imperative verbs). Story settings.	Factual writing about wolves. Story re-telling / alternative endings. Letter writing to the Elves from the Shoemaker. Speech / thought bubbles for story characters.	Speech / thought bubbles. Story / scene settings – descriptive writing. What can you see through the Pirate's telescope?
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. 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.	Science – plant diary. DT – instructions for how to make a puppet.	History – pirate's diary. DT – instructions for making a telescope.
Maths	Maths baseline assessments. Match and sort compare amounts.	Representing numbers to 5 (one more / one less).	Introduce zero. Comparing numbers to 5 / composition of 4 and 5.	Representing, comparing and composition (numbers to 10). Number bonds to 10.	Building numbers and counting patterns beyond 10. Adding more and taking away.	Doubling, sharing and grouping. Even and odd numbers. Deepening understanding of patterns and relationships. Spatial reasoning – visualise and build, mapping.



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	Representing, comparing and composition (1, 2 and 3). 2D and 3D shapes (naming and sorting). Sorting and classifying – compare size, mass and capacity. Exploring pattern (circles and triangles). Positional language.	2D and 3D shapes (describing using mathematical vocabulary). Weights and Capacity. Patterns – repeated, symmetrical and tessellated. Shapes with 4 sides. Time.	6,7 and 8 (making pairs and combining 2 groups). Compare mass and capacity. Time.	2D and 3D shapes (describing using mathematical vocabulary). Compare length and height. Patterns – repeated, symmetrical and tessellated.	Spatial reasoning – match, rotate, manipulate, compose and decompose.	
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. Knowing that we have 5 senses & being able to identify them.	Identifying features in different environments.  Knowing why some animals can survive in certain conditions and others cannot.	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. 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!	Growing plants and flowers & observing changes over time. Attempting to name the main parts of a plant. Introduce the word – observe. Testing the durability of different materials. 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?	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 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.		Traditional Folk Chinese tales.	Time lines of different dinosaur periods.		Researching what it was like to be a pirate.
Working Historically (Procedural Knowledge) is taught throughout each unit						
Geography	Comparing school / local environments.	Using map / globe to identify the Arctic.	Using map / globe to identify China.	Science link (exploring outdoor environments).		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.	Understanding Christianity: Why do Christians perform nativity plays?	Thematic: What times / stories are special and why?	Understanding Christianity: Why do Christians put a cross in an Easter garden?	Understanding Christianity: Why is God so important to Christians?	Thematic: What places are special and why?



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	Harvest Festival and helping others.	INCARNATION		SALVATION	GOD / CREATION	
Art	Self-portraits (silhouettes). Picasso inspired self-portraits – oil pastels. Observational drawing of fruit and vegetables (Harvest).	Symmetrical snowflakes. Underwater messages – candlewax and watercolours. Canadian artist David McEown – Arctic 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.		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.	Designing / making an explorer's bag.	3D Fairy tale scenes in a shoe box / cardboard box. Making puppets – joining seems / 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 – I can work on simple tasks by myself. I can follow instructions and practise safely. <b>Coordination / Balance.</b>	Real PE: Social – I can work sensibly with others, taking turns and sharing. <b>Balance – Agility / Static Balance.</b>	Real PE: Cognitive – I can name some things I am good at. I can understand and follow simple rules. <b>Dynamic / Static Balance.</b>	Real PE: Creative – I can explore and describe different movements. <b>Coordination / Counter Balance.</b>	Real PE (Swimming). 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. <b>Coordination / Agility.</b>	Real PE (Swimming). Real PE: Health and Fitness – I am aware of why exercise is important for good health. <b>Agility / Static Balance.</b>
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						



# Year R Long Term Curriculum Map



PSHE	Value – Settling in; school and class expectations. Heart smart: Intro – Get Heart smart.	Value –  Heart smart: Don’t forget to let love in!	Value –  Heart smart: Too much selfie isn’t healthy!	Value –  Heart smart: Don’t hold onto what’s wrong!	Value –  Heart smart: Fake is a mistake!	Value -  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.

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

**School trip (Summer term 2)** – Ryton Pools.