

Reception Long Term Map 2020-2021

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|-------------|---------------|--|--|---|--|--|--|
| ARE | 40 - 60 B | 40 - 60 D | 40 - 60 S | ELG B | ELG D | ELG S | |
| Topic | Marvellous me | Festivals/Celebrations Autumn/Winter | Gruffalo and Friends | Superheroes Spring/Easter | Minibeasts | Under the sea | |
| Prime Areas | PSED | <p>PSHE - New Beginnings - starting school, my family, where I live, my likes/dislikes. Types of houses and homes.</p> <p>SMSC -How are we the same and different? Feelings</p> <p>Getting to know children/staff Classroom routines/rules Sharing with others, turn-taking, working together</p> | <p>PSHE - Getting on/falling out - Anti-Bullying week</p> <p>SMSC - Bonfire night, Remembrance Day, Diwali, Hanukkah, Thanksgiving, Christmas</p> <p>Firework Safety How we and others celebrate Christmas</p> | <p>PSHE - Going for goals - What do we want to get better at?</p> <p>Board games in CP for emphasising turn-taking</p> | <p>PSHE -Good to be me What am I good at and why? What makes me special?</p> <p>SMSC - Easter story/Mother's Day</p> <p>Feelings - How do we know when someone is feeling a certain way?</p> | <p>PSHE- Relationships</p> <p>SMSC - Ramadan</p> <p>Memory games</p> | <p>PSHE - Changes and Keeping Safe</p> <p>SMSC - Moving on and growing up including transition to Y1</p> |
| | C&L | <ul style="list-style-type: none"> • Interactions within the setting - good manners, behaviour expectations etc. <ul style="list-style-type: none"> • Listening to others and learning to speak confidently in a group • Listening and responding appropriately with relevant comments, questions or actions <ul style="list-style-type: none"> • Role Play area - imagining and recreating roles • Small group circle times - linking to topic. • Talk for Writing - retelling stories, using and learning new story vocabulary <ul style="list-style-type: none"> • Vocabulary related to topics | | | | | |
| | Physical | <p>Managing own personal hygiene</p> <p>Funky Fingers/Dough Disco</p> <p>Using a range of mark making tools</p> | <p>Funky Fingers/Dough Disco</p> <p>Pencil control - following patterns, letter formations</p> | <p>Funky Fingers/Dough Disco</p> <p>Pencil control and letter formations</p> | <p>Healthy eating</p> <p>Pencil control and letter formations</p> | <p>Effects of exercise on the body</p> <p>Letter formation and size</p> | <p>Sun safety Road safety</p> <p>Letter formation and size</p> |

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| Specific Areas | Literacy | <p>Reading and Writing main focus: Name writing Initial sounds Rhyming words</p> <p>Talk for Writing text Owl Babies</p> | <p>Reading and Writing main focus: Name writing Initial sounds Rhyming words Sounding out to read/write simple words/sentences using phonic knowledge</p> <p>Talk for Writing text The Gingerbread Man</p> | <p>Reading and Writing main focus: Sounding out to read/write simple words or sentences Holding a sentence in head and writing it using phonic knowledge</p> <p>Talk for Writing text The Gruffalo</p> | <p>Reading and Writing main focus: Understanding simple sentences that have been read Re-reading simple sentences to develop fluency Holding a sentence in head and writing it</p> <p>Talk for Writing text Supertato</p> | <p>Reading and Writing main focus: Re-reading simple sentences to develop fluency Independent sentence writing Capital letters and full stops</p> <p>Talk for Writing text The Hungry Caterpillar</p> | <p>Reading and Writing main focus: Re-reading simple sentences to develop fluency Independent sentence writing Capital letters and full stops</p> <p>Talk for Writing text The Rainbow Fish</p> |
| | Maths (White Rose) | <p>Numbers to 5</p> <p>Sorting and comparing groups</p> <p>Comparing quantities of identical and non-identical objects</p> | <p>Change within 5 - one more and one less</p> <p>Time</p> | <p>Number bonds to 5</p> <p>Numbers to 10</p> | <p>Addition to 10</p> <p>2D shapes</p> <p>3D shapes</p> | <p>Exploring patterns</p> <p>Count on and back</p> <p>Numbers to 20</p> | <p>Numerical patterns - doubling/halving</p> <p>Length/height/distance</p> <p>Weight</p> <p>Capacity</p> |
| | KUW | <p>Human body - body parts/senses/skeleton Different types of houses and homes Weather in Autumn</p> <p>Investigation focus - Our bodies including the 5 senses Owl Pellets</p> <p>ICT - Simple 'colour in' paint programmes to develop mouse control</p> | <p>Story of <i>Guy Fawkes</i> Remembrance Day Celebrating Diwali and Hanukkah Nativity story</p> <p>Investigation focus - Colour, light and dark Ice Gingerbread Man investigation</p> <p>ICT - Simple 'colour in' paint programmes to develop mouse control</p> | <p>Weather in winter - walking and observing Chinese New Year</p> <p>Investigation Focus - Materials</p> <p>ICT - 'Draw' paint programs Dragging and dropping E-Safety week</p> | <p>Real life superheroes - police, firemen, doctors etc Weather in Spring</p> <p>Investigation focus - Making things move/float</p> <p>ICT - 'Draw' paint programs Dragging and dropping</p> | <p>Life cycle of a butterfly How plants grow</p> <p>Investigation Focus - Class creatures Living things</p> <p>ICT - Purple Mash to create booklets, posters, graphs etc</p> | <p>Investigation focus - Water Our local environment</p> <p>ICT - Purple Mash to create booklets, posters, graphs etc</p> |



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|------------|---|---|---|---|--------------------------|---------------------------------|
| EAD | Self-portraits (Picasso) Stick skeletons | Bonfire night pictures Christmas crafts, decorations, cards, calendars Performing at the Christmas nativity | Winter pictures Chinese lanterns Chinese dragon dancing | Easter cards and crafts Performance - Mother's Day Assembly | Salt dough bug fossils | Rainbow Fish collage Weaving |
| | Trips/Visits (ideas) | | | | | |
| | | Underwater Street | Visitor to talk about Chinese New Year | | Creepy Crawley Man visit | |