

Reception Long Term Map 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>EYFS General Themes</b></p> 	<p><b>Marvellous Me</b></p> 	<p><b>Autumn Treasure</b></p> 	<p><b>Amazing Animals</b></p> 	<p><b>Come Outside!</b></p> 	<p><b>Our Blue Planet</b></p> 	<p><b>Journeys</b></p> 
	<p>My Feelings, Family &amp; Friends</p>	<p>Diwali, Bonfire Night, Christmas</p>	<p>Winter, North/South Pole, Chinese N Year</p>	<p>Spring, Growing, Minibeasts &amp; Easter</p>	<p>Oceans, Sea Life, Seasides, Rockpools</p>	<p>Transport, Journeys, Possibilities</p>
<p><b>Key Literacy Texts (2wks)</b></p>  <p><a href="#">Click here for additional suggested texts</a></p> <p><b>Poetry Basket Poems</b></p> <p>(Also taught in Nursery)</p>	 <p>Chop Chop Wise Old Owl Falling Apples A Basket of Apples Pointy Hat Five Little Pumpkins Five Little Owls</p>	 <p>Five Little Pumpkins Wise Old Owl Mice Breezy Weather Who has seen the wind? Falling Apples</p>	 <p>Popcorn A Little House Pancakes Let's Put on Our Mittens I Can Build a Snowman Carrot Nose</p>	 <p>Spring Wind Furry Squirrel Hungry Birdies A Little Seed Stepping Stones Mrs Bluebird</p>	 <p>Dance Pitter Patter Under a Stone If I were so very small A Little Shell Sliced Bread</p>	 <p>Thunderstorm If I were so very small I have a little frog Five Little Peas The Fox Monkey Babies</p>

## Curriculum Coverage

NB. 'I can' statements for each of the 7 Areas of learning have been split across the terms for extra focus, but all will apply on an ongoing basis throughout the year. They will be used alongside our Skills and Knowledge Progress Models.(These can be found on the links embedded.)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Wandle Phonics	s a t p i n m d g o c k c k e u r h b f l  is I the	ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)  put* pull* full* as and has his her go no to into she push* he of we me be	ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words  was you they my by all are sure pure	Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end  Review all taught so far	Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est  said so have like some come love do were here little says there when what one out today	Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/ -ed /id/ /ed/, -ed /d/ -er, -est • longer words  Review all taught so far
PHSE Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
York RE Syllabus	Where do we belong? Muslims Hindus Christians	Which times are special and why?	What is special about our world?	Which people are special and why?	Which places are special and why?	Which places are special and why?

<p><b>Commando Joe</b></p>	<p><b>T</b> Tanisha Teamwork Case Study: Row Row Row Your Boat</p> <p><b>C</b> Charlie Communication Case Study: 3 Blind Mice</p> <p><b>E</b> Elliott Excellence Case Study: Twinkle Twinkle</p>			<p><b>P</b> Parveen Positivity Case Study: Humpty Dumpty</p> <p><b>S</b> Sophie Self-Awareness Case Study: If You're Happy and You Know It</p>		<p><b>E</b> Eddie Empathy Case Study: Jack and Jill</p> <p><b>R</b> Romeo Resilience Case Study: Incy Wincy Spider</p>	
<p><u>Mathematics</u> (See Maths CG MTP/WRM)</p>	<p>Weeks 1-3: Getting to Know You Weeks 4-6 Just Like Me</p>	<p>Weeks 7-9: It's me 1,2,3 Weeks 10-12: Light and Dark</p>	<p>Weeks 1-3: Alive in 5! Weeks 4-6: Growing 6,7,8</p>	<p>Weeks 7-9: Building 9 &amp; 10 Weeks 10-12: Consolidation</p>	<p>Weeks 1-3: To 20 and beyond Weeks 4-6: First then and now</p>	<p>Weeks 7-9: Find my pattern Weeks 10-12: On the move</p>	
<p><u>NCTEM</u> <u>Mastering</u> <u>Number</u></p>	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p>		<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p>		<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p>		