

Reception Long Term Map

Characteristics of Effective Learning						
<i>Throughout Reception, the characteristics of effective learning will underpin the learning and development across all areas and support our children to remain effective and motivated learners.</i>						
Playing and Exploring: I find out and explore I remember what to do I try new things		Active Learning: I concentrate and am involved I keep trying I am proud of achieving my goals			Creating and thinking: I have my own ideas I make links I choose ways to do things	
	Autumn1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	Respect	Collaboration	Resilience	Initiative	Tolerance	Transitions
Topic Umbrella	All About Me	Way up high	Do you believe in magic?	The Big Blue Ocean	It's alive!	The World Around Me
Possible pathways Pathways will be chosen based on the interest of the children.	Families Friends Looking after myself My body My senses	Space Rockets Moon, sun and stars Aliens Fireworks Festivals of Light	Castles Princess, Knights, Dragons Traditional Tales Superheroes Hospitals/doctors People who help me	Pirates Under the sea Treasure hunts Seaside Holidays	Mini beasts Dinosaurs Eggs hatching The zoo/farm/ jungle Things that grow	Houses and homes Environment Woodlands Shopping Road safety Transition to Y1
Trips and visits / Enrichments	Senses walk Visit to the woods	Christmas nativity Christmas Party	Firefighters & PCSO	Pond visit	Zoo or farm trip Chicks	Walk around Copnor
Link Books	The Worrysaurus Dr Xargle's Book of Earthlets Hugh Shampoo/ Mega Magic Hair Swap Pigeon Needs a Bath I Want My Potty The Three Little Pigs Goldilocks and the Three Bears Little Red Riding Hood No Bot the Robot with No Bottom My grandad/ my mum/ my dad etc Stickman We're Going on a Bear Hunt	Sparks in the sky Aliens Love Underpants How to Catch a Star Wherever Next The Dinosaur that Pooped a Planet	Supertato Gingerbread man The Queens Knickers The Princess and the Wizard The Big Bad Bogie Zog The Gingerbread man Three Billy Goats Gruff Cinderella Snow White Thumbelina The Princess and the Pea	Barry the Fish with Fingers The Rainbow Fish The Night Pirates Julian is a Mermaid Is it a Mermaid?	Jack and the Bean Stalk The Odd Egg Harry and the Bucketful of Dinosaurs Elmer Farmer Duck Tyrannosaurus Drip The Ugly Duckling The Enormous Turnip	The Gruffalo Hungry Caterpillar Percy the Park Keeper Out and About – Shirley Hughes We're Going on a Bear Hunt City Shapes
Link Nursery Rhymes, songs and poems	Head, Shoulders, Knees and Toes I'm a Little Teapot One Finger One Thumb If You're Happy and ... Put Your Finger on your Nose... Hello song ABC song	Hey Diddle, Diddle Twinkle, Twinkle Little Star I can sing a Rainbow 5 Little Men in a Flying Saucer Up, up, up The Planet Song Zoom Zoom Zoom	There was a Princess Long Ago Five Little Firemen Five Little Speckled Frogs Let's Be Superheroes Song Five Little Monkey's Bouncing on the Bed Miss Polly had a Dolly	Row, Row, Row Your Boat Baby Shark Animals in the Ocean go A Sailor Went to Sea There's a Hole in the Bottom of the Sea There's a Hole in my Bucket Over the Deep Blue Sea 1,2,3,4,5 Once I Caught A Fish Alive	Baa, Baa Black Sheep Mary Had a Little Lamb Hickory Dickory Dock Incy Wincy Spiders The Animals Went in Two by Two Little Peter Rabbit Old McDonald Had a Farm We're Going to the Zoo Alice the Camel	The Wheels on the Bus Traffic Safety Song It's Raining, It's Pouring Yankee Doodle Went to Town This Old Man

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		Knowledge and Skills Progression Links	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prime Area	Personal, Social and Emotional Development (PSED)	Making Relationships	<p>PSHE Skills: Make friends Have a conversation Resolve conflict</p> <p>Key Vocabulary: <i>friend, family, conversation, respect, communicate, kind, gentle, agree, disagree, listen, share</i></p>	<ul style="list-style-type: none"> Settle into school Learn to take turns and share Make new friends and play with others Understand how families can be different Understand that we are all different and that's okay 	<ul style="list-style-type: none"> Start conversations and listen what others say Talk to others about things they like and ask questions Learn how to find a compromise when things go wrong and friends fall out 	<ul style="list-style-type: none"> Play co-operatively and take turns with others Listen to other people's ideas Think about how other people feel and what they might need Make positive relationships with adults and other children 		<ul style="list-style-type: none"> Play group games with rules Understand someone else's point of view can be different from theirs Resolve minor disagreements through listening Understand what bullying is and that this is unacceptable behaviour
		Self-confidence and self-awareness	<p>PSHE Skills: Be a confident speaker who can be positive about themselves Recognise what they like and dislike and speak about own interests</p> <p>Key Vocabulary: <i>like, dislike, opinions, proud, pride, praise, interest, different</i></p>	<ul style="list-style-type: none"> Learn to make their own decisions about what they want to do Develop a sense of pride in their achievements Have a go at new things Develop confidence to talk to new children and adults in the setting Learn about themselves and what they like and dislike 	<ul style="list-style-type: none"> Show confidence in asking adults for help Be confident when speaking to others about own needs, wants, interests and opinions Describe self in positive terms and talk about abilities 	<ul style="list-style-type: none"> Be confident to try new activities Say why they like some activities more than others Be confident to speak in a familiar group Talk about their ideas Choose the resources they need for their chosen activities Say when they do or don't need help 		<ul style="list-style-type: none"> Be confident when speaking to the class Talk about things they enjoy and are good at and about things they don't find easy Be resourceful in finding support when needed Talk about plans they have made to carry out activities and what they might change if they were to repeat them
		Managing Feelings and behaviours	<p>PSHE Skills: Learn to identify different feelings- some feelings are good and some are not so good Be aware of rules and expectations and know how to follow them Understand their actions impact others</p> <p>Key Vocabulary: <i>happy, delighted, sad, gloomy, grumpy, unhappy, angry, furious, surprised, shocked, tired, sleepy, exhausted, worried, nervous, scared, afraid, poorly, sick, ill, confused, cold, freezing, hot, boiling</i></p>	<ul style="list-style-type: none"> Understand school rules and routines Understand different emotions and how they feel Understand that the things we do can hurt or upset others but that we can also make them feel happy Learn to share with others and turn taking Understand how to behave at different events during the day e.g. carpet time, assembly, lunch time, play time 	<ul style="list-style-type: none"> Understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them Aware of the boundaries set, and of behavioural expectations in the setting Begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy 	<ul style="list-style-type: none"> Talk about how they and others show feelings Talk about their own and others' behaviour and its consequences Know that some behaviour is unacceptable Work as part of a group or class, and understand and follow the rules Adjust their behaviour to different situations Take changes of routine in their stride 		<ul style="list-style-type: none"> Know some ways to manage their feelings and begin to use these to maintain control Listen to each other's suggestions and plan how to achieve an outcome without adult help Know when and how to stand up for themselves appropriately Stop and think before acting and wait for things they want
		<p>Characteristics of Effective Learning:</p> <p>I can find out what I like and what I dislike. I have my own ideas when playing games and can suggest new ideas. I can remember what happened in the past and can change my ideas to help resolve conflicts. I can concentrate and show resilience when I am playing a game. I like to share my ideas with the rest of the class and with my friends.</p>						

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Prime Area	Physical Development (PD)	Moving and handling	<p>Art Skills: Learn how to hold and control a pencil</p> <p>Key Vocabulary: <i>direction, speed, up, down, left, right, underneath, above, next to, behind, in front</i></p>	<ul style="list-style-type: none"> •Move freely and with pleasure and confidence in a range of ways skilfully negotiating space, adjusting speed or direction to avoid obstacles •Mount stairs or climb using alternate feet •Walk downstairs, two feet to each step while carrying a small object •Stand on one foot when shown •Catch a large ball •Draw lines and circles using gross motor movements •Use one-handed tools and equipment e.g. scissors •Move safely around the classroom environment 	<ul style="list-style-type: none"> •Hold pencil between thumb and two fingers near the point, no longer using whole-hand grasp •Copy some letters, e.g. letters from their name •Experiment with different ways of moving •Jump off an object and land appropriately •Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles 	<ul style="list-style-type: none"> •Travel with confidence and skill around, under, over and through •Show increasing control over an object in pushing, throwing, catching or kicking it •Use simple tools to change materials •Handle tools, objects safely and with control •Show a preference for a dominant hand •Begin to use anticlockwise movement and retrace lines •Begin to form recognisable letters 	<ul style="list-style-type: none"> •Show good control and co-ordination in large and small movements •Move confidently in a range of ways, safely negotiating space •Handle equipment and tools effectively, including pencils for writing 	<ul style="list-style-type: none"> •Hop confidently and skip in time to music •Hold paper in position and use a preferred hand for writing, using a correct pencil grip •Begin to be able to write on lines and control letter size
			<p>Learning Umbrella Links: Complete the <i>My Body</i> challenge to see how our bodies move and work Safely move through the woods on our sounds walk</p>	<p>Learning Umbrella Links: Go on a space adventure thinking about how we might move in space, how will we avoid asteroids and how we will complete the mission</p>	<p>Learning Umbrella Links: Move through a superhero assault course Complete secret missions to be the hero</p>	<p>Learning Umbrella Links: Climb and move safely across the pirate ship Dig for treasure</p>	<p>Learning Umbrella Links: Safely use equipment to build traps for the dinosaur Follow trails left by mysterious visitors</p>	<p>Learning Umbrella Links: Move safely around different environments e.g. in school, walk around local area</p>
<p>Characteristics of Effective Learning:</p> <p>I can explore what my body can do. How fast can I go? Which different ways can I move? I can problem solve and find ways to complete an assault course and move around the climbing frame. I can set myself a physical challenge and am proud to achieve it. I can try new ways of making marks and keeping trying to improve my control.</p>								
Physical Development (PD)	Health and Self Care	<p>PSHE Skills: Eat a healthy range of food and understand need for variety in food Understand that exercise, eating, sleeping and hygiene helps make you healthy Understand simple road safety Know what to do when there is a fire alarm</p> <p>DT Skills: Understand why washing hands is important Identify healthy and non-healthy food</p> <p>Key Vocabulary: <i>healthy, care, safety, safely, hygiene</i></p>	<ul style="list-style-type: none"> •Tell adults when hungry or tired or when they want to rest •Observe the effects of activity on their bodies •Eat a healthy range of food and understand need for variety •Attend to toileting needs most of the time themselves •Wash and dry hands •Dress with help 	<ul style="list-style-type: none"> •Show understanding of the need for safety when tackling new challenges, and consider and manage some risks •Understand that equipment and tools have to be used safely 	<ul style="list-style-type: none"> •Show understanding of how to transport and store equipment safely •Practise some appropriate safety measures without direct supervision 	<ul style="list-style-type: none"> •Know the importance for good health of physical exercise and a healthy diet •Talk about ways to keep healthy and safe •Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently 	<ul style="list-style-type: none"> •Understand and make healthy choices •Dress and undress independently, managing fastening buttons and laces 	
		<p>Learning Umbrella Links: Look after myself Learn about my body Learn about personal hygiene Understand my senses Understand exercise</p>	<p>Learning Umbrella Links: Help an astronaut to pack his bag for a space mission – what does he need to stay healthy? Create exercise for the aliens</p>	<p>Learning Umbrella Links: Suggest ways for superheroes or villains to transport and store their treasure Complete missions for knights, dragons and princesses, thinking about being safe Dragon sets the fire alarm off</p>	<p>Learning Umbrella Links: Help a pirate to stay healthy</p>	<p>Learning Umbrella Links: Look after animals</p>	<p>Learning Umbrella Links: Understand road safety Make healthy decisions when shopping</p>	
<p>Characteristics of Effective Learning:</p> <p>I can find out how my body works. I remember why I need to eat healthy and will try new things. I make links to exercise and how my body feels. I keep trying to get dressed and wash my hands independently.</p>								

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Prime Area	Communication and Language (CL)	Listening and understanding	<p>Key Vocabulary: <i>quietly, listen, understand, what, who, where, when</i></p> <ul style="list-style-type: none"> • Listen to others one to one or in small groups, when conversation interests them • Listen to stories with increasing attention and recall • Join in with repeated refrains and anticipates key events and phrases in rhymes and stories 	<ul style="list-style-type: none"> • Focus attention – still listen or do, but can shift own attention • Follow directions (if not intently focused on own choice of activity) 	<ul style="list-style-type: none"> • Maintain attention, concentrate and sit quietly during appropriate activity • Two-channelled attention – listen and do for short span 	<ul style="list-style-type: none"> • Children listen attentively in a range of situations • They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions • They give their attention to what others say and respond appropriately, while engaged in another activity 	<ul style="list-style-type: none"> • Listen to instructions and follow them accurately asking for clarification if necessary • Listen attentively with sustained concentration to follow a story without pictures or prompts • Listen in a larger group, for example, at assembly
		Understanding	<p>Key Vocabulary: <i>under, top, behind, next to, above, behind, how, why</i></p> <ul style="list-style-type: none"> • Understand use of objects e.g. 'What do we use to cut things?' • Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture 	<ul style="list-style-type: none"> • Respond to simple instructions, e.g. to get or put away an object • Begin to understand 'why' and 'how' questions 	<ul style="list-style-type: none"> • Respond to instructions involving a two-part sequence • Understand humour, e.g. nonsense rhymes, jokes • Follow a story without pictures or props • Listen and respond to ideas expressed by others in conversation or discussion 	<ul style="list-style-type: none"> • Follow instructions involving several ideas or actions • Answer 'how' and 'why' questions about their experiences and in response to stories or events 	<ul style="list-style-type: none"> • Show some awareness of the listener by making changes to language and non-verbal features • Recount experiences and imagines possibilities, often connecting ideas • Use a range of vocabulary in imaginative ways to add information express ideas or to explain or justify actions or events
		Speaking	<p>Key Vocabulary: <i>retell, because, history, present, future</i></p> <ul style="list-style-type: none"> • Retell a simple past event in correct order e.g. went down slide, hurt finger • Use intonation, rhythm and phrasing to make the meaning clear to others • Use vocabulary focused on objects and people that are of particular importance to them • Build up vocabulary that reflects the breadth of their experiences • Use talk in pretending that objects stand for something else in play e.g. 'This box is my castle' 	<ul style="list-style-type: none"> • Begin to use more complex sentences to link thoughts e.g. using and, because • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Question why things happen and gives explanations e.g. who, what, when, how • Use a range of tenses e.g. play, playing, will play, played 	<ul style="list-style-type: none"> • Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Use language to imagine and recreate roles and experiences in play situations • Link statements and stick to a main theme or intention • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduce a storyline or narrative into their play 	<ul style="list-style-type: none"> • Express themselves effectively • Show awareness of listeners' needs • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Develop their own narratives and explanations by connecting ideas or events 	<ul style="list-style-type: none"> • Show some awareness of the listener by making changes to language and nonverbal features • Recount experiences and imagines possibilities often connecting ideas • Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events

Reception Long Term Map

Specific Area	Literacy	Reading	<p>Key Vocabulary: rhyming, phonics, decode, blend, digraph, trigraph, segment, alphabet, draw, letter, grapheme</p> <ul style="list-style-type: none"> • Enjoy rhyming and rhythmic activities • Listen to and join in with stories and poems, one-to-one and also in small groups • Join in with repeated refrains and anticipates key events and phrases in rhymes and stories • Listen to stories with increasing attention and recall • Show interest in illustrations and print in books and print in the environment • Look at books independently • Handle books carefully • Know information can be relayed in the form of print • Hold books the correct way up and turns pages 	<ul style="list-style-type: none"> • Know that print carries meaning and, in English, is read from left to right and top to bottom • Recognise rhythm in spoken words • Recognise familiar words and signs such as own name and advertising logos • Show awareness of rhyme and alliteration • Begin to be aware of the way stories are structured • Suggest how the story might end • Describe main story settings, events and principal characters • Enjoy an increasing range of books • Link sounds to letters, naming and sounding the letters of the alphabet 	<ul style="list-style-type: none"> • Continue a rhyming string • Hear and say the initial sound in words • Segment the sounds in simple words and blend them together and know which letters represent some of them • Begin to read words and simple sentences • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books • Know that information can be retrieved from books and computers 	<ul style="list-style-type: none"> • Read and understand simple sentences • Use phonic knowledge to decode regular words and read them aloud accurately • Read some common irregular words • Demonstrate understanding when talking with others about what they have read 	<ul style="list-style-type: none"> • Read phonetically regular words of more than one syllable • Read many irregular but high frequency words • Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary • Describe the main events in stories they have read 		
			Phonics	<p>Phonics Phase 2 – Set 1 – 3/4 6 weeks – dependent on settling in Week 1 & 2 - s a t p Week 3 & 4 - i n m d Week 5 - g o c k Week 6 - ck e u r</p>	<p>Phase 2/Phase 3 – Set 4 – 7 Week 1 & 2 – H b f ff l ll Week 3 – j v w x Week 4 – y z zz ss Week 5 – sh Week 6 - ch</p>	<p>Phase 3 Week 1 – th Week 2 – ng Week 3 – qu Week 4 – ai Week 5 – ee</p>	<p>Phase 3 Week 1 – igh Week 2 – oa Week 3 – oo Week 4 – ar Week 5 - or</p>	<p>Phase 3 Week 1 – ur Week 2 – ow Week 3 – oi Week 4 – er Week 5 - air</p>	<p>Phase 3 Week 1 – ir Week 2 + - Phase 4</p>
				<ul style="list-style-type: none"> • Sometimes give meaning to marks as they draw and paint • Ascribe meanings to marks that they see in different places 	<ul style="list-style-type: none"> • Give meaning to marks they make as they draw, write and paint • Begin to break the flow of speech into words • Hear and say the initial sound in words • Segment the sounds in simple words and blend them together • Link sounds to letters, naming and sounding the letters of the alphabet • Write own name and other things such as labels and captions 	<ul style="list-style-type: none"> • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • Continue a rhyming string • Attempt to write short sentences in meaningful contexts 	<ul style="list-style-type: none"> • Use phonic knowledge to write words in ways which match their spoken sounds • Write some irregular common words • Write simple sentences which can be read by themselves and others • Spell some words correctly and others phonetically plausible 	<ul style="list-style-type: none"> • Spell phonically regular words of more than one syllable • Spell many irregular but high frequency words • Use key features of narrative in their own writing 	
		Writing	<p>Copnor Reading Promise... When children leave Reception, they will:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Read and understand a simple sentence (ELG) <input checked="" type="checkbox"/> Read some tricky words (ELG) <input checked="" type="checkbox"/> Talk about what they have read with others (ELG) <input checked="" type="checkbox"/> Be able to segment words and know blends <input checked="" type="checkbox"/> Have been exposed to a wide range of different books <input checked="" type="checkbox"/> Have a favourite book which they can talk about and enjoy re-reading 						
			<p>Copnor Writing Promise.... When children leave Reception, they will:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Write their name without mixing upper case and lower case letters <input checked="" type="checkbox"/> Be able to apply phase 2 and phase 3 sounds into their writing <input checked="" type="checkbox"/> Be able to write simple sentences which can be read by themselves and others (ELG) <input checked="" type="checkbox"/> Be able to write some tricky words (ELG) <input checked="" type="checkbox"/> Spell longer words using phonetically plausible attempts (ELG) <input checked="" type="checkbox"/> Hold their pencil correctly <input checked="" type="checkbox"/> Form letters of the alphabet correctly 						

Reception Long Term Map

Specific Area	Maths	Numbers	<p>Key Vocabulary: forwards, backwards, place value, represents, problem solving, behind, next to, heaviest, lightest, smallest, weight, capacity, measure, time</p> <ul style="list-style-type: none"> Numbers to five Number and place value – comparing groups One more and one less Counting up to 5 forwards and backwards Problem solving with place value 	<ul style="list-style-type: none"> Number bonds to 5 Numbers to 5 Addition and subtraction to 5 Count up to 5 forwards and backwards Problem solving up to 5 	<ul style="list-style-type: none"> Number bonds to 10 Numbers to 10 Addition and subtraction to 15 One more one less Count up to 10 forwards and backwards Problem solving up to 10 	<ul style="list-style-type: none"> Number bonds to 10 Numbers to 15 Addition and subtraction to 15 Halving and sharing Count up to 15 forwards and backwards Problem solving up to 15 	<ul style="list-style-type: none"> Count on and back Numbers to 20 Doubling Count up to 20 forwards and backwards Problem solving up to 20 	<p>Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number</p> <p>Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer</p> <p>Solve problems, including doubling, halving and sharing</p>
		Shape, space and measure	<ul style="list-style-type: none"> Time – my day Use positional language Describe relative position e.g. 'behind' or 'next to' 	<ul style="list-style-type: none"> Use shapes to make patterns and objects and discuss what they have made Recognise similar shapes in the environment Begin to name 2D shapes Begin to talk about the shapes of everyday objects e.g. 'round' and 'tall' Measure – weight language Money 	<ul style="list-style-type: none"> Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes Select a particular named shape Order two or three items by length or height Order two items by weight or capacity 	<ul style="list-style-type: none"> Use familiar objects and common shapes to create and recreate patterns and build models Use everyday language related to time Begin to use everyday language related to money 	<ul style="list-style-type: none"> Order and sequence familiar events Measure short periods of time in simple ways Measure capacity Understand measure in terms of size, weight and capacity 	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. They recognise, create and describe patterns.</p>
			<p>Learning Umbrella Links:</p> <p>Use positional language during play – looking after babies, creating self-portraits etc.</p> <p>Plan a healthy day – What do we do when we get up?</p>	<p>Learning Umbrella Links:</p> <p>Make space shape patterns</p> <p>Create and weigh the different aliens Can we make them heavier/ lighter?</p>	<p>Learning Umbrella Links:</p> <p>Make towers of different heights to rescue people</p>	<p>Learning Umbrella Links:</p> <p>Use capacity to help the pirates stop their ship from sinking</p>	<p>Learning Umbrella Links:</p> <p>Measure different eggs</p> <p>Measure footprints</p> <p>Create different sized footprints and habitats for animals</p>	<p>Learning Umbrella Links:</p> <p>Count in our play and in the local environment</p> <p>Build different size habitats and homes for animals</p>
<p>Characteristics of Effective Learning:</p> <p>I can remember what I did last time and apply this knowledge to my problem solving.</p> <p>I can decide my own ways to solve mathematical problems.</p> <p>I can concentrate and complete activities.</p>								

Reception Long Term Map

Specific Area	Understanding the World (UTW)	People and Communities	<p>History Skills: Describe events in their family's timeline Recognise that home and school is different for you and grandparents</p> <p>RE Skills: Explore the world of religion through celebrations Focus on journeys</p> <p>Key Vocabulary <i>before, past, yesterday, last year, family, special people, timeline</i></p>	<ul style="list-style-type: none"> •Talk about their family and friends and what happens in their lives •Talk about significant events in their own experience •Recognise and describe special times or events for family or friends •Know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family • Look at how school and home was different for their grandparents • Look at their own personal timeline 	<ul style="list-style-type: none"> •Talk about festivals that are special to their family e.g. bonfire night, Christmas, Holi • Understand that we are all different and that this is okay •Know the jobs that astronauts do 	<ul style="list-style-type: none"> •Show interest in different occupations and ways of life e.g. doctors, nurses, police officers 	<ul style="list-style-type: none"> •Look at the occupations of people who work on the water • Look at similarities and differences 	<ul style="list-style-type: none"> •Look at the occupation of a vet, zoo keeper, palaeontologist • Look at similarities and differences 	<ul style="list-style-type: none"> • Look at similarities and differences in houses and homes and how they have changed
		The World	<p>Geography Skills: Name Copnor, Portsmouth and England Explore different places within school Identify local amenities Recognise globe & map Draw a simple map of their bedroom Use directional language Ask and answer questions when exploring school environment</p> <p>PSHE Skills: Understand how to look after their classrooms</p> <p>Key Vocabulary <i>up, down, right, left, under, around, places, locations, globe, map, shop, church, post office, pharmacy</i></p>	<ul style="list-style-type: none"> •Look closely at similarities, differences, patterns and change • Learn about how different families and schools work around the world •Explore our school environment looking at what is similar and different and using senses • Compare how animals are similar/different to other living things e.g. humans, plants •Understand how to look after our classroom environment 	<ul style="list-style-type: none"> •Talk about why things happen and how things work • Work scientifically •Explore a range of materials by touching, observing with magnifying glass •Look at a selection of materials e.g. sponge, wood, metal, fabric, cotton wool, plastic •Talk about what is similar/different about them 	<ul style="list-style-type: none"> •Look closely at similarities, differences, patterns and change •Talk about why things happen and how things work 	<ul style="list-style-type: none"> •Talks about why things happen and how things work • Look at countries around the world and notice similarities and differences • Look at things that live in the water and on the land 	<ul style="list-style-type: none"> •Show care and concern for living things and the environment •Develop an understanding of growth, decay and changes over time •Talk about some of the things they have observed such as plants, animals, natural and objects found in the environment •Design practical, attractive environments such as flower beds •Compare how animals are similar/different to each other 	<ul style="list-style-type: none"> •Identify local amenities and notice similarities and differences •Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world
			<p>Investigate Why do we use soap? How do we stay healthy?</p>	<p>Investigate Is it magnetic? How does it feel? What can we use it for?</p>	<p>Investigate How can we make a bridge stronger? Billy goats bridge STEM activity Superhero science investigation</p>	<p>Investigate Will it float or sink? Is it waterproof?</p>	<p>Investigate Will it grow? How do plants take in water? (celery sticks) Plants growing observation Dinosaurs science –T</p>	<p>Investigate Will it dissolve? How do clouds make rain?</p>	
		Technology	<p>Computing Skills: Represent their own ideas through photos, recording music, videos and digital painting Understand how technology is used in our lives Create a simple programme to move a Beebot forwards and backwards</p> <p>Key Vocabulary <i>technology, forwards, backwards, sequence, Beebots</i></p>	<ul style="list-style-type: none"> •Use ICT hardware to interact with age-appropriate computer software •Look at how technology is used at home and in school •Know how to operate simple equipment e.g. turn on CD player and use remote control 	<ul style="list-style-type: none"> •Use ICT hardware to interact with age-appropriate computer software •Know how to operate simple equipment e.g. turn on CD player and use remote control •Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones 	<ul style="list-style-type: none"> •Use ICT hardware to interact with age-appropriate computer software •Complete a simple program on a computer •Know how to operate simple equipment e.g. turn on CD player and use remote control •Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones 	<ul style="list-style-type: none"> •Look at how technology is used out at sea •Use computers to retrieve information •Use ICT hardware to interact with age-appropriate computer software •Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones •Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	<ul style="list-style-type: none"> •Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	<ul style="list-style-type: none"> •Use ICT hardware to interact with age-appropriate computer software •Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
			<p>Learning Umbrella Links: Consider how technology is used in school and at home Consider how we can use technology to look after our bodies</p>	<p>Learning Umbrella Links: Consider how technology is used in space and to look at the moon and stars</p>	<p>Learning Umbrella Links: Consider how people such as doctors, firemen and the police use technology</p>	<p>Learning Umbrella Links: Consider how technology is used by different people who work on the sea</p>	<p>Learning Umbrella Links: Consider how technology is used to help animals – chicks and the incubator</p>	<p>Learning Umbrella Links: Consider how technology is used in the wider world – crossing the road, traffic lights etc.</p>	

Reception Long Term Map

Specific Area	Expressive Arts and Design	Exploring and using media and materials	<p>Art Skills: Use a pencil to draw different patterns and textures Use a range of drawing implements Experiment with paintbrushes and sponges Manipulate materials such as playdough and putty Draw pictures with a developing sense of scale</p> <p>Geography Skills: Make observational sketches of different features in school labelling them</p> <p>DT Skills: Use materials to construct Explore different ways in which objects move</p> <p>Key Vocabulary <i>mould, design, sketch, collage, pattern, observe, texture, construct, stick, movement, connect, build, ingredients, weigh, cut, join, fabric, material</i></p>	<ul style="list-style-type: none"> •Enjoy joining in with dancing and ring games •Sing a few familiar songs •Begin to move rhythmically •Imitate movement in response to music •Tap out simple repeated rhythms •Begin to be interested in and describe the texture of things •Use various construction materials 	<ul style="list-style-type: none"> •Explore and learn how sounds can be changed •Explore colour and how colours can be changed •Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects •Use simple tools and techniques competently and appropriately •Explore what happens when they mix colours 	<ul style="list-style-type: none"> •Begin to construct, stack blocks vertically and horizontally, making enclosures and creating spaces •Join construction pieces together to build and balance •Realise tools can be used for a purpose •Manipulate materials to achieve a planned effect 	<ul style="list-style-type: none"> •Begin to build a repertoire of songs and dances •Explore the different sounds of instruments •Explore what happens when they mix colours •Experiment to create different textures •Understand that different media can be combined to create new effects 	<ul style="list-style-type: none"> •Select appropriate resources and adapt work where necessary •Select tools and techniques needed to shape, assemble and join materials they are using •Construct with a purpose in mind, using a variety of resources 	<ul style="list-style-type: none"> •Sing songs, make music and dance, and experiment with ways of changing them •Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
			<p>Learning Umbrella Links: Sing songs linking to the topic (see page 1) Use textures to create collages of themselves and people who are familiar to them or things that interest them</p>	<p>Learning Umbrella Links: Sing songs linking to the topic (see page 1) Use colour mixing to create fireworks, planets, rockets etc.</p>	<p>Learning Umbrella Links: Sing songs linking to the topic (see page 1) Construct and build towers linking to superheroes and traditional tales Make Gingerbread men</p>	<p>Learning Umbrella Links: Sing songs linking to the topic (see page 1) Create collages and combine media to make things related to the seaside or oceans Try food from around the world</p>	<p>Learning Umbrella Links: Sing songs linking to the topic (see page 1) Use materials to create safe places for our eggs Pick materials based on their properties Apply knowledge of what they have learnt so far</p>	<p>Learning Umbrella Links: Sing songs linking to the topic (see page 1) Use materials to explore and create woodland and environmental pictures</p>	
		Being imaginative	<p>Art Skills: Experiment with junk modelling to create something new</p> <p>Music Skills: Sing simple songs begin to join in with actions Experiment with different voices Begin to use cues to help sing loudly and quietly Keep steady pace and march in time to the music Hold and play instruments Choose sounds to accompany stories</p> <p>Key Vocabulary <i>pace, music, beat, steady, instrument, loudly, quietly</i></p>	<ul style="list-style-type: none"> •Develop preferences for forms of expression •Use movement to express feelings •Create movement in response to music •Sing to self and make up simple songs •Make up rhythms •Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there •Engage in imaginative role-play based on own first-hand experiences 	<ul style="list-style-type: none"> •Engage in imaginative role-play based on own first-hand experiences •Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there •Build stories around toys e.g. farm animals needing rescue from an armchair ‘cliff’ •Use available resources to create props to support role-play 	<ul style="list-style-type: none"> •Use available resources to create props to support role-play •Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words •Create simple representations of events, people and objects •Build stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’ •Use available resources to create props to support role-play 	<ul style="list-style-type: none"> •Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences •Choose particular colours to use for a purpose •Introduce a storyline or narrative into their play •Play alongside other children who are engaged in the same theme •Play cooperatively as part of a group to develop and act out a narrative 	<ul style="list-style-type: none"> •Use what they have learnt about media and materials in original ways, thinking about uses and purposes •Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories 	
			<p>Learning Umbrella Links: Join in with role play using items that are familiar to them either from home or school Create images and songs relating to their own experiences</p>	<p>Learning Umbrella Links: Join in with role play linked to their interests Use resources to create scenarios and stories linking to stimulus shared within the topic. e.g. alien needs rescuing, journey to space</p>	<p>Learning Umbrella Links: Join in with role play linked to their interests Use resources to create scenarios and stories linking to stimulus shared within the topic e.g. castles, princess and princes, superhero play</p>	<p>Learning Umbrella Links: Join in with role play linked to their interests Use resources to create scenarios and stories linking to stimulus shared within the topic e.g. pirates, under water adventures</p>	<p>Learning Umbrella Links: Join in with role play linked to their interests Use resources to create scenarios and stories linking to stimulus shared within the topic e.g. dinosaur adventure, animals</p>	<p>Learning Umbrella Links: Join in with role play linked to their interests Use resources to create scenarios and stories linking to stimulus shared within the topic e.g. woodland adventures</p>	