



Marsh Green Primary School – Reception Long term Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FESTIVALS TO CELEBRATE		Halloween - 31 st Oct Diwali – 31 st Oct Bonfire - 5 th Nov Children in Need – 15 th Nov Christmas – 25 th Dec	Chinese NY- 29 th Jan Valentines – 14 th Feb Pancake Day– 4 th March	World Book Day – 6 th March Red Nose Day – 21 st March Mother's Day – 30 th March Easter – 20 th April	Eid – 30 th March Mental Health Awareness	Father's Day – 15 th June
Theme for the Half term	Wonderful Me	Changes	Ship Ahoy	A tale as old as Time	Kings and Queens	New Life / Around the World
Hooks + key texts	<p>Colour Monster Goes to School by Anna Llenas</p>  <p>The Big Book of Families by Mary Hoffman</p>  <p>Elmer by David McKee</p>	<p>Room on the Broom by Julia Donaldson</p>  <p>Dipal's Diwali by Twinkl</p> 	<p>Pirate Pete by Kim Kennedy</p>  <p>The Great Race by Emily Hiles</p>  <p>Living in the Arctic - non fiction by Alan Fowler</p>  <p>One snowy night by Nick Butterworth</p>	<p>Mr Wolf's Pancakes by Jan Fearnley</p>  <p>The Three Little Pigs by Nicola Baxter</p> 	<p>Paddington at the palace by Michael Bond</p>  <p>Paddington's post by Michael Bond</p>  <p>My First book of London by Charlotte Guillian</p>	<p>Mad about Mini-beasts by Giles Andreae</p>  <p>Matisse's Magical Trail by Tim Hopgood</p>  <p>How the snail found its colours by</p> 



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		<p>The Little Red Hen by Ronne Randall</p>  <p>Stickman by Julia Donaldson</p>  <p>Christmas Around the World by Lesley Sims</p>  <p>Room for a Little one by Martin Waddell</p> 	<p>One Snowy Night</p>  <p>Handa's surprise by Eileen Browne</p> 	<p>Goldilocks and the Three bears by Susanna Davidson</p> 		<p>The Snail Trail by Jo Saxton</p>   <p>The Hungry Caterpillar by Eric Carle</p>
Key Concepts	To know features of myself, my family and where I belong.	To know the changes in seasons and identify key aspects of Autumn.	To know the changes in seasons and identify key aspects of Winter. To identify	To identify, order and describe main events in a story.	To know Wigan is in England, and England is one of the countries in Great Britain. To know	Review pets – To know which animals make good pets. To know which animals are



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	<p>To know where I live (Marsh Green) and features of my local area in Wigan.</p> <p>To understand were all unique.</p> <p>To know families aren't all the same, but have similarities and differences.</p>	<p>To know and understand the similarities and differences in other cultures, such as traditions and festivals Diwali, Bonfire Night and Christmas.</p>	<p>animals which hibernate in winter.</p> <p>To identify features of contrasting locations, such as England, China, The Artic and Africa. To understand the similarities and differences in the places, such as weather, food, culture, families, jobs, vehicles, clothing and pets.</p>	<p>To identify and describe main characters in a story.</p> <p>To use previous knowledge of main characters to compare behaviours and moral of the stories.</p> <p>To compare settings, and how they compare to Marsh Green and where we live.</p>	<p>Londo is the capital city of England.</p> <p>To compare Wigan and London.</p> <p>To identify key landmarks in London.</p> <p>To know who makes up their family tree, and compare this to the Royal Family. To name key members of the Royal Family.</p>	<p>classified as farm animals and wild animals. To compare their environment and the countries they originate from.</p> <p>To know the life cycle of a living thing, and what is needed for the living thing to grow and survive, including us as humans.</p> <p>Look at our life cycle from being a baby to being age 4/5 in Reception.</p> <p>To name and describe minibeast, their habitat and key features about them.</p>
Vocabulary linked to key concepts	<p>Siblings, parents, grandparents, family tree, similar, different</p>	<p>Season, Autumn, drift, crunchy, crisp, frosty, festival, celebration, Diwali, Rama and Sita, vibrant, mutlicoloured</p>	<p>Winter, freezing, hibernate, hibernation, badger, door mouse, park keeper, snug, Change, season, melt, globe, atlas, reindeer, yurt, Inuit, Icicle, Polar Arctic, Weather, Change, Snow, Heat, Mole</p> <p>Mice, Rabbits, Fox Hedgehog Travel, Kayak, Umiaks</p>	<p>Story, Mr Wolf, Pancake, Fairytale Little Red Riding Hood, Chicken Licken, Wee Willy Winky Gingerbread Man 3 Little Pigs, Kind Unkind, Friendship Retell, character, neighbours, nasty, greedy, Story, Setting, Fairy tale</p>	<p>King, Father, husband, Royal Family, Family tree, Celebration, Coronation, Queen, London Palace, Buckingham palace, Underground, Train River Thames, King Charles, Queen Consort, Prince William, PRINCE George, Princess Charlotte, Prince Louis Princess Catherine, Prince Harry, Orb</p>	<p>Animal, Farm, Pet, Familiar, Different, Home, Barn, Stable, Pen, Crate, Life Cycle, Butterfly, Caterpillar, Chick, Hen, Egg, Frog, tadpole, Human, Baby, Adult, Minibeasts, Insects Spring, Summe, Cocoon, Zoo, Animals, Trip,</p>



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			Hot , Country, Africa, Handa , Akeyo Fruit , Gazelle Goat ,Guava , Passion, Fruit , Parrot, Lunar, China, Asia, the great race, dragon.	Once upon a time, Big, Bad, Wolf, Materials, Strong, Predict , Letter Sorry Fairytale , Goldilocks , Porridge , Mummy Bear , Daddy Bear , Baby Bear , Soft , Hard , Just Right , Cottage, Bowl, Chair , Bed, Easter , Spring , Grow , Born, New , Chick , Bunny , Egg , Hunt, Sun , Flowers , Bloom , Bud.	Sector	Habitat, Enclosure, Environment																																																																								
LW Phonics	Phase 2 <div>Reception Autumn 1</div> <table><thead><tr><th>Phase 2: graphemes</th><th>New sticky words</th></tr></thead><tbody><tr><td>Week 1: c, e, i, o, u</td><td></td></tr><tr><td>Week 2: a, o, u, e</td><td></td></tr><tr><td>Week 3: a, e, i, o, u</td><td></td></tr><tr><td>Week 4: i, e, o, u</td><td></td></tr><tr><td>Week 5: i, e, o, u</td><td></td></tr></tbody></table>	Phase 2: graphemes	New sticky words	Week 1: c, e, i, o, u		Week 2: a, o, u, e		Week 3: a, e, i, o, u		Week 4: i, e, o, u		Week 5: i, e, o, u		Phase 2 <div>Reception Autumn 2</div> <table><thead><tr><th>Phase 2: graphemes</th><th>New sticky words</th></tr></thead><tbody><tr><td>Week 1: c, e, i, o, u</td><td></td></tr><tr><td>Week 2: a, o, u, e</td><td></td></tr><tr><td>Week 3: a, e, i, o, u</td><td></td></tr><tr><td>Week 4: i, e, o, u</td><td></td></tr><tr><td>Week 5: i, e, o, u</td><td></td></tr></tbody></table>	Phase 2: graphemes	New sticky words	Week 1: c, e, i, o, u		Week 2: a, o, u, e		Week 3: a, e, i, o, u		Week 4: i, e, o, u		Week 5: i, e, o, u		Phase 3 <div>Reception Spring 1</div> <table><thead><tr><th>Phase 3: graphemes</th><th>New sticky words</th></tr></thead><tbody><tr><td>Week 1: c, e, i, o, u</td><td></td></tr><tr><td>Week 2: a, o, u, e</td><td></td></tr><tr><td>Week 3: a, e, i, o, u</td><td></td></tr><tr><td>Week 4: i, e, o, u</td><td></td></tr><tr><td>Week 5: i, e, o, u</td><td></td></tr></tbody></table>	Phase 3: graphemes	New sticky words	Week 1: c, e, i, o, u		Week 2: a, o, u, e		Week 3: a, e, i, o, u		Week 4: i, e, o, u		Week 5: i, e, o, u		Phase 3 <div>Reception Spring 2</div> <table><thead><tr><th>Phase 3: graphemes</th><th>New sticky words</th></tr></thead><tbody><tr><td>Week 1: c, e, i, o, u</td><td></td></tr><tr><td>Week 2: a, o, u, e</td><td></td></tr><tr><td>Week 3: a, e, i, o, u</td><td></td></tr><tr><td>Week 4: i, e, o, u</td><td></td></tr><tr><td>Week 5: i, e, o, u</td><td></td></tr></tbody></table>	Phase 3: graphemes	New sticky words	Week 1: c, e, i, o, u		Week 2: a, o, u, e		Week 3: a, e, i, o, u		Week 4: i, e, o, u		Week 5: i, e, o, u		Phase 4 / consolidating phase 3 <div>Reception Summer 1</div> <table><thead><tr><th>Phase 4: graphemes</th><th>New sticky words</th></tr></thead><tbody><tr><td>Week 1: c, e, i, o, u</td><td></td></tr><tr><td>Week 2: a, o, u, e</td><td></td></tr><tr><td>Week 3: a, e, i, o, u</td><td></td></tr><tr><td>Week 4: i, e, o, u</td><td></td></tr><tr><td>Week 5: i, e, o, u</td><td></td></tr></tbody></table>	Phase 4: graphemes	New sticky words	Week 1: c, e, i, o, u		Week 2: a, o, u, e		Week 3: a, e, i, o, u		Week 4: i, e, o, u		Week 5: i, e, o, u		Phase 4 / consolidating phase 3 <div>Reception Summer 2</div> <table><thead><tr><th>Phase 4: graphemes</th><th>New sticky words</th></tr></thead><tbody><tr><td>Week 1: c, e, i, o, u</td><td></td></tr><tr><td>Week 2: a, o, u, e</td><td></td></tr><tr><td>Week 3: a, e, i, o, u</td><td></td></tr><tr><td>Week 4: i, e, o, u</td><td></td></tr><tr><td>Week 5: i, e, o, u</td><td></td></tr></tbody></table>	Phase 4: graphemes	New sticky words	Week 1: c, e, i, o, u		Week 2: a, o, u, e		Week 3: a, e, i, o, u		Week 4: i, e, o, u		Week 5: i, e, o, u	
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Rhyme time	Ring a ring a roses Wind the bobbin up	Pat a cake Humpty dumpty	A sailor went to Sea Down at the station	Miss Polly had a dolly One, two buckle my shoe	The Grand Old Duke Of York The wheels on the bus	Mary Mary quite contrary Baa, baa black sheep																																																																								
Poem Focus	All about me poetry			Mother's day poem	Father's Day Poem	Nature poetry																																																																								


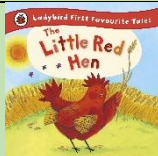

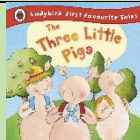

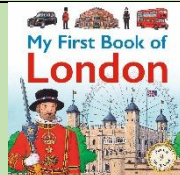

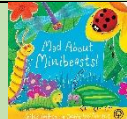
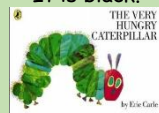


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'OUR FAVOURITE 5' BOOKS OF THE HALF TERM	Emotions (PSED) Super Duper Me	Rhythm & Rhyme (C&L and Literacy) The Rhyming Rabbit	Repeated Refrains (C&L and Literacy) We're Going on a Bear Hunt	Julia Donaldson (Literacy) The Gruffalo	Traditional Tales (Literacy) Little Red Riding Hood	Stories from other Cultures (KUW) Handa's Hen
	It's OK to be Different	Oi Frog!	A Squash and a Squeeze	Monkey Puzzle	Pussy Cat, Pussy Cat	We're Going on a Lion Hunt
	Colour Monster goes to School	Farmyard Hullabaloo	Polar Bear, Polar Bear	Zog	Jack & The Beanstalk	Elephant Dance
	Ruby's Worries	Freddie and the Fairy	Pete the Cat, I love my White Shoes	Charlie Cook's Favourite Book	The Three Billy Goats Gruff	A flower in the Snow
	Elephant Needs to Share	Giraffes Can't Dance	The Gingerbread Man	What the Ladybird Heard	Humpty Dumpty	We all went on Safari
Trips and Visitors	Imagine That Autumn 1		The Gruffalo Clubhouse Spring 2		Reptile visit Blackpool Zoo Spring 2	
English - Writing 'The How'	<p>Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip using Little Wandle letter pattern rhymes.</p> <p>When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell</p> <p>Support children to form a caption/phrase orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound</p>		<p>Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip using Little Wandle letter pattern rhymes.</p> <p>When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line.</p> <p>Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud. Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.</p>		<p>Support children to form the complete sentence orally before writing. Help children memorise the sentence before writing by repeatedly saying it aloud. Model writing a sentence ending with a full stop, finger spaces and a CL at the beginning.</p> <p>Use talk for writing aspects to help children rehearse sentence.</p> <p>Drawing club session</p>	



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	correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences. Drawing club session		Model how you read and re-read your own writing to check it makes sense. Use talk for writing aspects to help children rehearse caption/sentence. Drawing club session			
English - Writing 'The What'	Write recognisable letters, most of which are correctly formed from the known GPCs. Spell words by identifying the sounds and then writing the sound with letter/s.	Write recognisable letters, most of which are correctly formed from the known GPCs. Spell words by identifying the sounds and then writing the sound with letter/s.	Write recognisable letters, most of which are correctly formed from the known GPCs. Write simple phrases that can be read by others.	Write recognisable letters, most of which are correctly formed from the known GPCs. Write simple phrases and sentences that can be read by others.	Write simple phrases and sentences that can be read by others. Write short sentences with words with known GPCs using full stop Re-read what they have written to check that it makes sense.	To Form lower-case and capital letters correctly from taught GPCs. Write short sentences with words with known GPCs using full stop and a capital letter at the beginning. Re-read what they have written to check that it makes sense.
English - Writing Assessments	 To draw and label our family tree. To write own name.	 To recognise and record rhythm and rhyme in spoken words such as CVC words fat-cat, dog-log.	 To write a list comparing life living in the artic / Marsh Green.	 To write captions to narrate the main events in the story on a story map using finger spaces.  To write simple sentences to narrate the beginning, middle	 To write a description of Londo landmarks using finger spaces, and full stops.  To write a letter to home about London, using	 To write a short description of a minibeast, using finger spaces, full stops and CL. For e.g. It has six legs. It is black.  To draw and label the life cycle of a caterpillar children to use finger



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				and end of the story including using full stops.	finger spaces, and full stops.	spaces and full stops when appropriate.
English – Reading 'The What'	<p>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known GPCs Read words consistent with their phonic knowledge by sound-blending; Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate - where appropriate - key 	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction,</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Anticipate - where appropriate - key events in stories; -</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>



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English Vocabulary	<p>Key Vocabulary linked to key texts: <u>Big Book of families</u> - Unique, Same, Similar Different, adopted, foster, family tree</p> <p><u>Elmer</u> - Unique, patchwork</p> <p><u>Vocabulary linked to Writing / Reading</u> -</p> <p>Grapheme, phoneme, blend, sound talk, segmenting fingers, author, beginning middle, end, predict</p>	<p>Key Vocabulary linked to key texts: <u>Little Red Hen</u> - Hen, Wheat, Farm, Bake, Mill, Bread, Flour, Grains, Friends.</p> <p><u>The Stickman</u> - moss, grate, branch, mast. Christmas around the world- festival, feast, tradition, Jesus, holly, sleigh, King, Shepherd</p>	<p>Key Vocabulary linked to key texts: <u>The Great race</u> - Emperor, kingdom, swoop, deceive, pursue</p> <p><u>Handa's surprise</u> - Country, Africa, Handa, Akeyo, Gazelle, Goat Guava, Passion Fruit Parrot</p> <p><u>One Snowy night</u> - Parkkeeper, Mole, Badger, Ducks, Mice, Rabbits, Fox, Hedgehog, Hibernation.</p> <p><u>Vocabulary linked to Writing / Reading</u> -</p> <p>Grapheme, phoneme, diagraph blend, sound talk, segmenting fingers, author, beginning middle, end, predict</p>	<p>Key Vocabulary linked to key texts:</p> <p><u>Mr Wolfs Pancakes</u> - Pancake, Fairytale Little Red Riding, Hood, Chicken Licken, Wee Willy Winky</p> <p><u>Gingerbread Man</u> 3 Little Pigs, Kind, Unkind</p> <p><u>Friendship, Retell The Three Little Pigs</u> Character, neighbours, nastily, Greedy, Fairy tale Once upon a time</p> <p><u>Goldilocks and the Three Bears</u> - Soft, Hard, Just, Right, Cottage, Bowl</p>	<p>Key Vocabulary linked to key texts:</p> <p><u>Paddington's Post</u> - King, Father, husband, Royal Family, Family tree Celebration, Coronation Queen, London</p> <p><u>Paddington at the palace</u> Palace, Buckingham palace, Underground, Train, River Thames</p> <p><u>First book about London</u> - Big Ben, London Eye, National gallery, Houses of parliament, Natural history museum, Royal Albert hall, Westminster Abbey, Tower bridge, St. Pauls Cathedral</p>	<p>Key Vocabulary linked to key texts:</p> <p><u>The hungry Caterpillar</u> - Life Cycle Butterfly Caterpillar Egg Caccoon,</p> <p><u>Mad about minibeasts</u> - Minibeasts Insects Spring Summer Environment</p>