
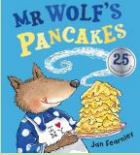


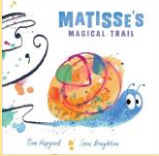




Marsh Green Primary School – Reception Long term Curriulum Map

	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> 



		<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>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>Key Concepts</p>	<p>To know features of myself, my family and where I belong.</p>	<p>To know the changes in seasons and identify key aspects of Autumn.</p>	<p>To know the changes in seasons and identify key aspects of Winter. To identify</p>	<p>To identify, order and describe main events in a story.</p>	<p>To know Wigan is in England, and England is one of the countries in Great Britain. To know</p>	<p>Review pets – To know which animals make good pets. To know which animals are</p>



Marsh Green Primary School – Reception Long term Curriulum Map

	<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>
<p>Vocabulary linked to key concepts</p>	<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, nastily, 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>



Marsh Green Primary School – Reception Long term Curriulum Map

			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	Phase 2	Phase 3	Phase 3	Phase 4 / consolidating phase 3	Phase 4 / consolidating phase 3																																																																								
	<p>Reception Autumn 1</p> <table border="1"> <thead> <tr> <th>Phase 1 phonics</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 2: a, o, u, e</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 3: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 4: a, o, u, e</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 5: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> </tbody> </table>	Phase 1 phonics	New tricky words	Week 1: i, e, o, u	ant, cat, hen, pig, sheep	Week 2: a, o, u, e	ant, cat, hen, pig, sheep	Week 3: i, e, o, u	ant, cat, hen, pig, sheep	Week 4: a, o, u, e	ant, cat, hen, pig, sheep	Week 5: i, e, o, u	ant, cat, hen, pig, sheep	<p>Reception Autumn 2</p> <table border="1"> <thead> <tr> <th>Phase 2 phonics</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 2: a, o, u, e</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 3: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 4: a, o, u, e</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 5: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> </tbody> </table>	Phase 2 phonics	New tricky words	Week 1: i, e, o, u	ant, cat, hen, pig, sheep	Week 2: a, o, u, e	ant, cat, hen, pig, sheep	Week 3: i, e, o, u	ant, cat, hen, pig, sheep	Week 4: a, o, u, e	ant, cat, hen, pig, sheep	Week 5: i, e, o, u	ant, cat, hen, pig, sheep	<p>Reception Spring 1</p> <table border="1"> <thead> <tr> <th>Phase 3 phonics</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 2: a, o, u, e</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 3: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 4: a, o, u, e</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 5: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> </tbody> </table>	Phase 3 phonics	New tricky words	Week 1: i, e, o, u	ant, cat, hen, pig, sheep	Week 2: a, o, u, e	ant, cat, hen, pig, sheep	Week 3: i, e, o, u	ant, cat, hen, pig, sheep	Week 4: a, o, u, e	ant, cat, hen, pig, sheep	Week 5: i, e, o, u	ant, cat, hen, pig, sheep	<p>Reception Spring 2</p> <table border="1"> <thead> <tr> <th>Phase 3 phonics</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 2: a, o, u, e</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 3: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 4: a, o, u, e</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 5: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> </tbody> </table>	Phase 3 phonics	New tricky words	Week 1: i, e, o, u	ant, cat, hen, pig, sheep	Week 2: a, o, u, e	ant, cat, hen, pig, sheep	Week 3: i, e, o, u	ant, cat, hen, pig, sheep	Week 4: a, o, u, e	ant, cat, hen, pig, sheep	Week 5: i, e, o, u	ant, cat, hen, pig, sheep	<p>Reception Summer 1</p> <table border="1"> <thead> <tr> <th>Phase 4 phonics</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 2: a, o, u, e</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 3: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 4: a, o, u, e</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 5: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> </tbody> </table>	Phase 4 phonics	New tricky words	Week 1: i, e, o, u	ant, cat, hen, pig, sheep	Week 2: a, o, u, e	ant, cat, hen, pig, sheep	Week 3: i, e, o, u	ant, cat, hen, pig, sheep	Week 4: a, o, u, e	ant, cat, hen, pig, sheep	Week 5: i, e, o, u	ant, cat, hen, pig, sheep	<p>Reception Summer 2</p> <table border="1"> <thead> <tr> <th>Phase 4 phonics</th> <th>New tricky words</th> </tr> </thead> <tbody> <tr> <td>Week 1: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 2: a, o, u, e</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 3: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 4: a, o, u, e</td> <td>ant, cat, hen, pig, sheep</td> </tr> <tr> <td>Week 5: i, e, o, u</td> <td>ant, cat, hen, pig, sheep</td> </tr> </tbody> </table>	Phase 4 phonics	New tricky words	Week 1: i, e, o, u	ant, cat, hen, pig, sheep	Week 2: a, o, u, e	ant, cat, hen, pig, sheep	Week 3: i, e, o, u	ant, cat, hen, pig, sheep	Week 4: a, o, u, e	ant, cat, hen, pig, sheep	Week 5: i, e, o, u	ant, cat, hen, pig, sheep
Phase 1 phonics	New tricky words																																																																													
Week 1: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Week 2: a, o, u, e	ant, cat, hen, pig, sheep																																																																													
Week 3: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Week 4: a, o, u, e	ant, cat, hen, pig, sheep																																																																													
Week 5: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Phase 2 phonics	New tricky words																																																																													
Week 1: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Week 2: a, o, u, e	ant, cat, hen, pig, sheep																																																																													
Week 3: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Week 4: a, o, u, e	ant, cat, hen, pig, sheep																																																																													
Week 5: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Phase 3 phonics	New tricky words																																																																													
Week 1: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Week 2: a, o, u, e	ant, cat, hen, pig, sheep																																																																													
Week 3: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Week 4: a, o, u, e	ant, cat, hen, pig, sheep																																																																													
Week 5: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Phase 3 phonics	New tricky words																																																																													
Week 1: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Week 2: a, o, u, e	ant, cat, hen, pig, sheep																																																																													
Week 3: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Week 4: a, o, u, e	ant, cat, hen, pig, sheep																																																																													
Week 5: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Phase 4 phonics	New tricky words																																																																													
Week 1: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Week 2: a, o, u, e	ant, cat, hen, pig, sheep																																																																													
Week 3: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Week 4: a, o, u, e	ant, cat, hen, pig, sheep																																																																													
Week 5: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Phase 4 phonics	New tricky words																																																																													
Week 1: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Week 2: a, o, u, e	ant, cat, hen, pig, sheep																																																																													
Week 3: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
Week 4: a, o, u, e	ant, cat, hen, pig, sheep																																																																													
Week 5: i, e, o, u	ant, cat, hen, pig, sheep																																																																													
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																																																																								



Marsh Green Primary School – Reception Long term Curriculum Map

<p>'OUR FAVOURITE 5' BOOKS OF THE HALF TERM</p>	<p>Emotions (PSED) Super Duper Me It's OK to be Different Colour Monster goes to School Ruby's Worries Elephant Needs to Share</p>	<p>Rhythm & Rhyme (C&L and Literacy) The Rhyming Rabbit Oi Frog! Farmyard Hullabaloo Freddie and the Fairy Giraffes Can't Dance</p>	<p>Repeated Refrains (C&L and Literacy) We're Going on a Bear Hunt A Squash and a Squeeze Polar Bear, Polar Bear Pete the Cat, I love my White Shoes The Gingerbread Man</p>	<p>Julia Donaldson (Literacy) The Gruffalo Monkey Puzzle Zog Charlie Cook's Favourite Book What the Ladybird Heard</p>	<p>Traditional Tales (Literacy) Little Red Riding Hood Pussy Cat, Pussy Cat Jack & The Beanstalk The Three Billy Goats Gruff Humpty Dumpty</p>	<p>Stories from other Cultures (KUW) Handa's Hen We're Going on a Lion Hunt Elephant Dance A flower in the Snow We all went on Safari</p>
<p>Trips and Visitors</p>	<p>Imagine That Autumn 1</p>		<p>The Gruffalo Clubhouse Spring 2</p>		<p>Reptile visit Blackpool Zoo Spring 2</p>	
<p>English - Writing 'The How'</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. 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. 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 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. 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. 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. Use talk for writing aspects to help children rehearse sentence. Drawing club session</p>	



Marsh Green Primary School – Reception Long term Curriculum Map

	<p>correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences.</p> <p>Drawing club session</p>		<p>Model how you read and re-read your own writing to check it makes sense.</p> <p>Use talk for writing aspects to help children rehearse caption/sentence.</p> <p>Drawing club session</p>			
<p>English - Writing</p> <p>'The What'</p>	<p>Write recognisable letters, most of which are correctly formed from the known GPCs.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write recognisable letters, most of which are correctly formed from the known GPCs.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write recognisable letters, most of which are correctly formed from the known GPCs.</p> <p>Write simple phrases that can be read by others.</p>	<p>Write recognisable letters, most of which are correctly formed from the known GPCs.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Write simple phrases and sentences that can be read by others.</p> <p>Write short sentences with words with known GPCs using full stop</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>To Form lower-case and capital letters correctly from taught GPCs.</p> <p>Write short sentences with words with known GPCs using full stop and a capital letter at the beginning.</p> <p>Re-read what they have written to check that it makes sense.</p>
<p>English - Reading</p> <p>'The What'</p>	<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 	<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 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</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</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</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</p>



Marsh Green Primary School – Reception Long term Curriculum Map

	<p>narratives using their own words and recently introduced vocabulary</p> <ul style="list-style-type: none"> 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 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 <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>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>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>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>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>English Vocabulary</p>	<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>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. <u>Christmas around the world</u>-</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 <u>One Snowy night</u> -</p>	<p>Key Vocabulary linked to key texts: <u>Mr Wolfs Pancakes</u> - Pancake, Fairytale Little Red Riding Hood, Chicken Licken, Wee Willy Winky <u>Gingerbread Man</u> <u>3 Little Pigs</u>, Kind ,</p>	<p>Key Vocabulary linked to key texts: <u>Paddington 's Post</u> - King, Father, husband, Royal Family, Family tree Celebration, Coronation Queen, London</p> <p><u>Paddington at the palace</u> <u>Palace, Buckingham</u></p>	<p>Key Vocabulary linked to key texts: <u>The hungry Caterpillar</u> - Life Cycle Butterfly Caterpillar Egg Caccoon, <u>Mad about minibeasts</u> -</p>



Marsh Green Primary School – Reception Long term Curriculum Map

	<p><u>Vocabulary linked to Writing / Reading -</u></p> <p>Grapheme, phoneme, blend, sound talk, segmenting fingers, author, beginning middle, end, predict</p>	<p>festival, feast, tradition, Jesus, holly, sleigh, King, Shepherd</p>	<p><u>Parkkeeper, Mole, Badger, Ducks, Mice, Rabbits, Fox, Hedgehog, Hibernation.</u></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>Unkind Friendship, Retell</p> <p><u>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>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>Minibeasts Insects Spring Summer Environment</p>
<p>Maths 'The What & The How (see scheme)'</p>	<p>Subitising</p> <ul style="list-style-type: none"> Identify when a set can be subitised and when counting is needed Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame Spot smaller numbers 'hiding' inside larger numbers Use dot cards, dominoes and dice as part of a game, including irregularly arranged dots (e.g. stuck on) Play hidden object games where objects are revealed for a few seconds; for example, small toys hidden under bowl - shuffle them, lift the bowl briefly and ask how many there were Find 1 more - Continue to link to stories, songs and rhymes Conceptually subitise to 5 - Notice the parts that make up the whole 	<p>Subitising</p> <ul style="list-style-type: none"> Subitise within 5 focusing on dice patterns Match numerals to quantities within 5 Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills 'all at once fingers' - show me four fingers. Use numeral dice in games; matching numerals with varied groups of things Encourage the children to make different patterns with a given number of things. <p>Counting</p> <ul style="list-style-type: none"> Counting - focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on the 'staircase' pattern and ordering numbers 	<p>Subitising</p> <ul style="list-style-type: none"> Subitise to 5 Introduce the rekenrek Subitising - to 6, including in structured arrangements Automatic recall of bonds to 5 <p>Counting</p> <ul style="list-style-type: none"> Count - larger sets and things that cannot be seen Count things that can't be seen, such as sounds, actions, words Count things that cannot be moved, such as pictures on a screen, birds at the bird table, faces on a shape <p>Composition</p> <ul style="list-style-type: none"> Composition - '5 and a bit' Composition of numbers to 10 Comparison Comparison - linked to ordinality Play track games 			



Marsh Green Primary School – Reception Long term Curriculum Map

	<ul style="list-style-type: none"> • Notice the composition of numbers within 10 - Link to stories, songs and rhymes • Combine 2 groups - 2 groups are combined to find the total. • Add more - A quantity is increased <p>Counting</p> <p>Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> • Focus on the 'five-ness of 5' using one hand and the die pattern for 5 • Develop counting skills and knowledge, including that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order. • The need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts • Count backwards, for example number rhymes • Practise object counting skills • Match numerals to quantities within 10 • Verbal counting beyond 20 • Count things of different sizes <p>Composition:</p> <ul style="list-style-type: none"> • Explore how all numbers are made of 1s • Focus on composition of 3 and 4 • Explore the concept of 'whole' and 'part' • Focus on the composition of 3, 4 and 5 <p>Comparison of sets - 'just by looking' and then matching</p>	<ul style="list-style-type: none"> • Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number <p>Composition</p> <ul style="list-style-type: none"> • Focus on 5, 6 and 7 as '5 and a bit' • Compare sets and use language of comparison: more than, fewer than, an equal number to <ul style="list-style-type: none"> • Make unequal sets equal • Encourage making arrangements with (e.g.) ten; ensuring the children talk about the different arrangements they can see within the whole. • Explore songs; for example, 'Five Currant Buns' - show that the whole is still five, but some are in the shop and some have been taken away; check throughout that there are still five currant buns <ul style="list-style-type: none"> • Play skittles and looking at how many are standing. How many have fallen over? How many are there altogether? • Numicon towers: layering up Numicon pieces of the same total • Put things into two containers in different ways <ul style="list-style-type: none"> • Make a number with two different kinds of things. For example, make a fruit skewer with five pieces of fruit, using bowls of bananas/strawberries to choose from; then ask the children to describe how they have made theirs. They should compare it with a partner's: 'What is the same about your skewers? What is different?' • Bunny Ears: using your fingers like bunny ears. 'With two hands, show me five fingers. Can you do it in a different way?' Or, 'Show five fingers altogether with a friend.' • Spill the Beans: using double-sided counters or beans, where one side is coloured, throw the 	<p>Pattern</p> <ul style="list-style-type: none"> • Provide a range of experiences where children can create a pattern using a coding structure • Ensure children can follow the patterns they have coded • Make circular patterns such as necklaces, circles of linking elephants or camels • Use pre-given circles to create a border, such as on or around a paper plate • Explore which patterns work, which don't, and why • Offer a unit of the pattern and asking the child if they can include it in their pattern • Make patterns around rectangular or other shaped frames. <ul style="list-style-type: none"> • Create borders around defined spaces in the learning environment, i.e. a garden for the teddy bears, an outdoor reading area, etc. • Encouraging children to predict if the pattern could 'keep going', voting on this and discussing their thoughts and reasons with a partner. <ul style="list-style-type: none"> • exploring patterns in stories, songs and rhymes • Where possible, represent these diagrammatically to support pattern spotting, and predicting what will happen next, and why <ul style="list-style-type: none"> • Invite children to spot patterns in the home environment, or bring in examples from home • Look at fabric patterns from different cultural traditions: discussing the patterns in terms of what stays the same and what is different • Design wrapping paper for a specific event that involves creating a pattern which the children can describe. <p>Shape and Space</p> <ul style="list-style-type: none"> • Make an insect hotel - selecting tube-like shapes from a collection of varied materials, some not fit for purpose
--	---	---	--



Marsh Green Primary School – Reception Long term Curriculum Map

	<ul style="list-style-type: none"> • Use the language of comparison: more than and fewer than, an equal number • Collect collections for children to sort and compare, which include objects which are identical, and which include objects of different kinds or sizes • to convert two unequal groups into two that have the same number, e.g. 'There are 6 apples in one bag and 2 in another bag; can we make the bags equal for the two hungry horses?' • Explain unfair sharing - 'This one has more because it has 5 and that one only has 3' • Compare numbers that are far apart, near to, and next to each other • Label groups with the correct numeral. Do children spot the error if a group is mislabelled? For example, 'The label on the pot says 4 and we have 5 - what do we need to do?' A child may say, 'We need to take one out because we have one too many.' • Make predictions about what the outcome will be in stories, rhymes and songs if one is added to, or if one is taken away <p>Pattern</p> <ul style="list-style-type: none"> • Build towers or trains of different-coloured cubes (continuing patterns horizontally and vertically) • Extend patterns using a wide range of identical objects in different colours, e.g. beads; small plastic toys such as bears, dinosaurs, vehicles. Try to avoid interlocking cubes or bead-threading so children can focus on the pattern rather than their coordination skills. • Access a range of patterns to copy. For example, using the plastic bears: big, small, big, small, big... footwear: shoe, welly, shoe, welly..., 	<p>collection and note how many of each type can be seen and how many altogether.</p> <ul style="list-style-type: none"> • Use six bean bags with different fabric on each side, throw the collection and note how many of each type can be seen • Role play, e.g. in a toy shop, ten toys need arranging onto the three shelves. How will you organise them? • Have more than two places to sort things into in any given context, e.g. arranging characters in small-world play in different locations • Games such as 'Posh Ducks' (Griffiths, R., Back, J. & Gifford, S. (2016) Making Numbers: Using manipulatives to teach arithmetic, OUP): using a set number of ducks, for example ten in three different locations (nest, water, decking), roll the dice and make one group match the amount shown without adding or taking any away. <p>Comparison</p> <ul style="list-style-type: none"> • Focus on ordering of numbers to 8 • Use language of less than • Collections with a large number of things, and collections with a small number of things • Ensure that when providing groups to compare, there are some that have an equal amount • Ensure children focus on the numerosity of the group by having items in the collection of different kinds and sizes <p>Pattern</p> <ul style="list-style-type: none"> • Present patterns with deliberate errors, including extra, missing and swapped items, e.g. red cube, blue cube, red cube, blue cube, red cube, red cube, blue cube - identifying there is an extra item and fixing it by removing the extra 	<ul style="list-style-type: none"> • Create an extended channel for water to flow from a high container to a low one, some distance away • Ask questions, for example: 'What shapes can you make with three people inside a loop of string? What about with four people?' 'What is the same and what is different about these?' • Make shapes with sticks and with their own bodies • Print with shapes: 'What footprint do you think this cylinder will make? What about if you roll it?' • Cover objects in foil and inviting children to justify their guesses about what is inside • Make arrangements with a selection of different rectangles, including squares. • Choose 2D shapes to construct a 3D model, e.g. using triangles and rectangles to make a tent <ul style="list-style-type: none"> • Make decorations by folding and cutting • Make 3D shapes using interlocking shapes. <p>Measures</p> <ul style="list-style-type: none"> • Set up an Estimation Station and guessing how many things are in the jar each day <ul style="list-style-type: none"> • Make biscuits from a given amount of dough - choosing cutters to see who will make the most biscuits • Choose from a selection of spoons, ladles, etc, to see who can fill their pot the quickest with rice. How do you know who will be quickest? • Set up a 'filling station' with lots of different sized containers to fill with beads, then comparing capacities <ul style="list-style-type: none"> • Use large bricks to measure the height of individuals • Use metre sticks to see if an elephant or dinosaur would fit in the room • Measure the growth of a beanstalk or sunflower with interlocking centimetre cubes
--	---	---	--



Marsh Green Primary School – Reception Long term Curriculum Map

	<p>actions and sounds: jump, twirl, jump, twirl, jump... or clap, stamp, clap, stamp...</p> <ul style="list-style-type: none"> • Collect things in the outdoors environment: leaf, stick, leaf, stick... • Challenge the child to change one element of the pattern they have created, e.g. 'Can you change the red bear to a blue bear? What is the pattern now?' • Ensure that there are numerous opportunities to create patterns - e.g. in the outdoors, using natural materials such as sticks, leaves, stones, pine cones; in craft activities, using stamping, sticking, printing; with musical instruments, using sounds such as drums, shakers, triangles, etc. • Work collaboratively with a friend to take turns to create a pattern, e.g. one claps, one stamps, or one gets the red bear, one gets the yellow bear, etc. • Challenge a friend to continue or copy their pattern. • Build towers or trains of different-coloured cubes (continuing patterns horizontally and vertically) • Extend patterns using a wide range of identical objects in different colours, e.g. beads; small plastic toys such as bears, dinosaurs and vehicles. <p>Shape and Space - How</p> <ul style="list-style-type: none"> • Ride trikes around interesting routes • Print and make pictures and patterns with shapes • Make a complete circuit with a train track • Direct a simple robot or remote-controlled toy vehicle along a route • Tangrams: 'Can you make a person with the shapes?' 	<p>red cube, putting in an extra blue cube, or swapping the final cubes</p> <ul style="list-style-type: none"> • Ask the children to make a pattern with a deliberate mistake and challenging a friend to spot it. • Provide a range of patterns - physical and on cards - that children can continue • Ensure that the patterns offered have different structures and end after a complete or a partial unit • Utilise a range of items in the environment to create patterns such as interlocking cubes and toys, e.g. links, elephants, camels • Explore and creating patterns on peg boards, with fruit (e.g. fruit kebabs), musical instruments, movements and dance sequences • Present patterns with deliberate errors -once children have fixed the pattern, encouraging them to check the 'fix' by tracking the pattern <p>Shape and Space</p> <p>Design a plan for a garden or play area, using a small tray with sand, twigs, building bricks, etc</p> <ul style="list-style-type: none"> • Draw or making a simple map of a route with 'landmarks', e.g. houses and trees • Follow a simple map of an excursion. • Use stories as a prompt for creating representations, e.g. building a house for the three bears • Make pictures with found materials, as well as structured shapes and blocks <p>Measures</p> <ul style="list-style-type: none"> • Posing see-saw problems, relating to weight: 'What can we do to make this side of the seesaw go down?' • Use a simple spring balance to compare the weight of cargo for a toy boat 	<ul style="list-style-type: none"> • Compare the capacity of different bottles by filling lots of glasses. • Make picture sequences for cooking instructions <ul style="list-style-type: none"> • Describe sequences by re-telling stories • Discuss 'o'clock' times at registration, lunchtime, snack time, tidy-up time, etc. • Make their own timetable for a day - selecting activities and ordering them.
--	--	--	--



Marsh Green Primary School – Reception Long term Curriculum Map

	<ul style="list-style-type: none">• With toys in a line: 'Can you say what the teddy on the other side is seeing?'• Hunt for hidden objects, with some prompts, e.g. 'Look behind the bicycle store, take three steps from the front of the art cupboard...'• Develop and talk about small-world scenarios, e.g. doll's house, miniature village, play park• Act out their own versions of well-known stories where characters negotiate routes and obstacles, for example 'We're Going on a Bear Hunt'• Direct each other as robots.• Construct with structured and unstructured materials• Make dens with varied materials outdoors. <p>Measures - How and What</p> <ul style="list-style-type: none">• Dough modelling, which can provide a good opportunity to discuss the length of snakes, or the weight of different-sized lumps• Water and sand-play, which can provide lots of opportunities to highlight capacity• Encourage children to compare different attributes in everyday situations: 'I wonder who has the longest snake?' 'I wonder whose pot will hold the most water?' 'I wonder which ball is the heaviest?'• Cut a piece of ribbon as long as a child's arm and encouraging them to find things in the environment that are longer, shorter or the same length• Focus on asking for specific things according to their attributes. For example: 'Please can you pass me a ... that is ... than this one?'• When comparing directly, finding the odd one out, by providing a varied range of container	<ul style="list-style-type: none">• Set up a 'balancing station' with interesting things to weigh and to balance, indoors and outdoors• Compare different parcels, ensuring some of the smaller parcels are heavy, and some of the larger parcels are light.	
--	--	---	--



Marsh Green Primary School – Reception Long term Curriulum Map

	shapes all containing the same amount of liquid except for one. 'Which one do you think is the odd one out? Why? How will we check? Were we right?'					
Understanding the World – People, Culture and Communities (Geography) 'The How'	Local Geography: Our School & Locality- Our school - routes and maps. Place study - Marsh Green	Weather and Climate in our local area - local walks	Place study - England, China, Artic and Africa Photographs and Postcards from around the world: What countries have we visited? Planet Earth (look at globe, land / water, different types of environments: cold places, hot places, tropical places, woodland), woodland)	Map reading - finding Grandmas house / Thee Bears house from Key texts Contrasting environments: Look and say what you see in the Town Contrasting environments: 'Look and say what you see in the Forest.	Place of study - London - maps and plans Identify key landmarks. To use junk modelling to create structures of landmarks.	Comparing locations and review of Africa and UK. Planet Earth (look at globe, land / water, different types of environments: cold places, hot places, tropical places, woodland)
Understanding the World – People, Culture and Communities (Geography Vocabulary)	Enquiry and Investigation - See, hear, world Mapping - Map, route, forward, backward, behind, next to, in front of Fieldwork - Natural world, field, school, forest, church, car park, Locational Knowledge and Place Knowledge - Marsh Green, Wigan, England, United Kingdom, Wales, Scotland, London, Artic, China Africa, Savannah, Hot, cold. Human and Physical Geography - School, Church, Playground, Forest, Field, Countryside, local estate, parks, canal					
Geographical Skills (Steps in Skills) 'The What'	Enquiry and Investigation: Talk about what they see, using a wide vocabulary. Mapping: Draw information from a simple map Fieldwork: Explore the natural world around them. Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps Locational Knowledge: I know I live in Marsh Green in Wigan, which is in the England / UK. Know that there are different countries in the world. ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps Place Knowledge: Recognise some environments that are different to the one in which they live. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.					



Marsh Green Primary School – Reception Long term Curriculum Map

<p>Human and Physical Geography: Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p>ELG - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>						
<p>Understanding the World – The Natural World (Science)</p> <p>'The How'</p>	<p>To draw around ourselves and label the parts of our bodies.</p>	<p><i>Create a season's display that changes across the year to reflect each season in images.</i></p> <p>Practical Experiment - Solid ice to liquid water Liquid to a solid - freezing rainwater</p>	<p>To categorise animals into different groups eg, farm, zoo etc.</p>	<p>To build a house for the three little pigs, investigate the best materials to use.</p>	<p>To construct a sculpture of London landmarks investigate what would be the best materials.</p>	<p>Plant cress seeds and watch them grow.</p> <p>Go on a local walk and explore the plants we can see. Are they the same as when we came on our Autumn Walk?</p>
<p>Understanding the World – The Natural World (Science)</p> <p>'The What'</p>	<p>Humans - exercising & naming body parts</p> <p>Explore how things work.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>I can name parts of my body.</p> <p>I know that I need to eat fruit and vegetables to stay healthy and can name some.</p>	<p>Weather and Climate in our local area - the process of change Seasonal changes</p> <p>I can name some animals that live in: the garden, the farm, the jungle, cold and hot places.</p>	<p>Animals - habitats and naming</p> <p>I can name some animals that live in: the garden, the farm, the jungle, cold and hot places.</p>	<p>Chemistry: What are things made of? Everyday materials - fit for purpose</p>	<p>Chemistry: What are things made of? Everyday materials - fit for purpose</p>	<p>Plants - naming and observing Plants - naming Physics: Will the plants we see from our forest garden stay the same all year?</p> <p>Animals - habitats and naming</p> <p>Animals - Naming & classifying</p> <p>Explore the natural world around them, making observations and drawing pictures of animals.</p> <p>I can name some animals that live in: the garden,</p>



Marsh Green Primary School – Reception Long term Curriculum Map

	<p>I recognise the effect of exercise on my body.</p> <p>Know and talk about the different factors that support their overall health: such as oral hygiene,</p> <p>Know and talk about the different factors that support their overall health and wellbeing: having a good sleep routine.</p>					<p>the farm, the jungle, cold and hot places.</p>
<p>Understanding the World – The Natural World (Science) Vocabulary</p>	<p>Working Scientifically - See, hear, feel, explore, changes</p> <p>Animals including humans - Fruit, vegetable, healthy, exercise, teeth, gums, sleep</p> <p>Plants - life-cycle, shoot, sun, living things, care, protect.</p> <p>Materials - Material, Plastic, metal, wood, glass, water, rock, ice, brick</p> <p>Physics - Force, wind, fast, slow.</p> <p>Earth - Changes, Fog, Mist, Icey, Rainbow, Hailstone, Thunder, Lightning. Spring, Summer, Autumn, Winter</p>					
<p>Understanding the World - Past and present (History)</p> <p>'The How'</p>	<p>To create their own family tree</p>	<p>To read the story of the gun powder plot.</p> <p>To know the story of Rama and Sita to understand similarities and differences between to different cultures/ festivals.</p> <p>Create representation of vibrant fireworks.</p>	<p>Read the story of the great race and act out the race order using the animals masks.</p> <p>To explore how Lunar new year is celebrated across the world such as: dragon dance, food and traditions.</p> <p>Compare this similarities between</p>		<p>To compare our family trees to the royal family.</p> <p>To explore members of the royal family.</p> <p>To use clips from the Disney film Frozen to explore the meaning and process of Kings coronation.</p>	<p>To introduce class caterpillars, discuss the life cycle, what is needed to help them grow and compare this to a life cycle of a human.</p>



Marsh Green Primary School – Reception Long term Curriulum Map

			Christmas and lunar new year,			
Understanding the World - Past and present (History) 'The What'	To start to place everyday events on a timeline with support, using language such as first, next, then.	To know and name some similarities and differences between the following celebrations. <u>Significant events:</u> Bonfire night Christmas Diwali	To know the story of the great race to understand similarities and differences between to different cultures and how Lunar new year is celebrated today.		To identify and name Significant People within the Royal family past and present. King Charles Describe historical events in some detail. Queens death Kings Coronation	Growth Changes that occur in our own lives To know the life cycle of a Caterpillar.
Understanding the World - Past and present (History) Vocabulary	Historical Skills Language - Family tree, old, new, photograph, first, next, change, queen, king Historical Knowledge Language - Change, birthday, event, bonfire night, season, life cycle, Famous, Timeline, Compare, History, Monarch, rich, poor, Parliament, Law, Democracy					
Physical Development - Gross/Fine motor skills (PE) 'The How'	P.E: Fundamental movement Ball skills	P.E: Dance SAQ	P.E: Athletics Games	P.E: Gymnastics Athletics	P.E: Games Throwing and catching	



Marsh Green Primary School – Reception Long term Curriculum Map

<p>Physical Development - Gross/Fine motor skills (PE)</p> <p>'The What'</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Move energetically, such as running, jumping, hopping, skipping</p> <p><u>In provision in and out:</u></p> <p>Funky fingers activities - using scissors to make snips.</p> <p>Dough disco - working on finger muscles</p> <p>Name writing - copying over name.</p> <p>Rolling ball to a friend - to learn names of new friends.</p> <p>Squiggle me into a writer whole class.</p> <p>Washing bikes - squeezing sponges.</p>	<p>Combine different movements with ease and fluency.</p> <p>Move energetically, such as dancing.</p> <p>Demonstrate strength, balance and coordination when playing</p> <p><u>In provision in and out:</u></p> <p>Use the boom box outside with the self made stage, children to dance to the music using scarves/ ribbons.</p> <p>Squiggle me into a writer whole class.</p> <p>Painting outside on a large scale. Painting Perspex glass.</p>	<p>Move energetically, such as running, jumping, hopping and skipping.</p> <p><u>In provision in and out:</u></p> <p>Using bikes and scooters.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p><u>In provision in and out:</u></p> <p>Use climbing/ balance equipment.</p> <p>Make own obstacle course using tyres, wooden planks and crates for their friends to complete.</p>	<p>Move energetically, such as running, jumping, hopping and skipping.</p> <p><u>In provision in and out:</u></p> <p>LW Letter and number formation daily</p> <p>Throwing and catching different sized balls</p> <p>Squiggle me into a writer - intervention.</p>
<p>Physical Development - Gross/Fine motor skills (PE)</p> <p>Vocabulary</p>	<p>Snip Roll Squeeze Pummel Poke trace</p>	<p>Control Sequence Movements Circular Strokes</p>	<p>Pushing Pedal Balancing</p>	<p>Shape Control Balance Travelling Jumping</p>	<p>Throw Catch</p>



Marsh Green Primary School – Reception Long term Curriculum Map

<p>Expressive Arts and Design - Creating with media and materials - Being imaginative expressive (Art and Design & music)</p> <p>'The How'</p>	<p>Drawing Marvelous Marks - Art</p> <p>To use a variety of colours and materials to create a self-portrait.</p>	<p>Textiles - DT</p> <p>To create a bookmark</p>	<p>Structured Boats - DT</p> <p>To create a boat from their own design.</p>	<p>painting And Mixed Media - Art</p> <p>To create a landscape collage around the artist Megan Coyle.</p>	<p>Structure: Junk Modelling - DT</p> <p>To create a 3D structure of a London landmark.</p>	<p>Sculpture and 3D - Art</p> <p>To create a 3D clay sculpture of an animal using their own design.</p>
<p>Expressive Arts and Design - Creating with media and materials - Being imaginative expressive (Art and Design & music)</p> <p>'The What'</p>	<p>Drawing Marvelous Marks - Art</p> <p>To explore making marks with wax crayons, felt tips, chalks, pencils,</p> <p>To investigate the marks and patterns made by different texture.</p> <p>To use a felt tip to make patterns.</p> <p>To make controlled large and small movements.</p> <p>To compare different ways of making marks and drawing.</p> <p>To create a simple observational drawing.</p> <p>To use a variety of colours and materials</p>	<p>Textiles - DT</p> <p>To develop threading and weaving skills.</p> <p>To practise and apply weaving skills to a specific material e.g. paper.</p> <p>To practise and apply threading skills with specific materials e.g. hessian and wool.</p> <p>To use threading or sewing to design a product (bookmark)</p> <p>To create a textiles product (bookmark) following their own design.</p> <p>To reflect with children on how they have achieved their aims.</p>	<p>Structured Boats - DT</p> <p>To understand what waterproof means and to test whether materials are waterproof.</p> <p>To test and make predictions for which materials float or sink.</p> <p>To compare the uses of boats</p> <p>To investigate how the shape and structure of boats affects the way they move</p> <p>To design a boat.</p> <p>To create a boat based upon their own design.</p>	<p>Painting And Mixed Media - Art</p> <p>To explore paint through finger painting.</p> <p>To describe the texture and colours as they paint.</p> <p>To talk about their work and decide whether it is abstract or figurative.</p> <p>To create natural paintbrushes using found objects.</p> <p>To use natural paint brushes and mud paint to create artwork.</p> <p>To respond to music through the medium of paint.</p>	<p>Structure: Junk Modelling - DT</p> <p>To explore and investigate the tools and materials in the junk modelling area.</p> <p>To develop scissor skills. To investigate cutting different materials.</p> <p>To learn how to plan and select the correct resources needed to make a model</p> <p>To verbally plan and create a junk model.</p> <p>To share a finished model and talk about the processes in its creation.</p> <p>To explore different ways to temporarily join materials together.</p>	<p>Sculpture and 3D - Art</p> <p>To explore clay and its properties.</p> <p>To explore playdough and its properties. To use tools safely and with confidence</p> <p>To create natural 3D landscape pictures using found objects.</p> <p>To generate inspiration and conversation about sculpture art and artists. To create a design for a 3D animal sculpture</p> <p>To begin making a 3D clay sculpture using the designs created last lesson</p> <p>To share their creation, explaining the processes they have used.</p>



Marsh Green Primary School – Reception Long term Curriulum Map

	<p>to create a self-portrait.</p> <p>To express their own self-image through art</p>			<p>To use paint to express ideas and feelings</p> <p>To make child-led collages using mixed media.</p> <p>To use loose parts to create a piece of transient art</p> <p>To create landscape collages inspired by the work of Megan Coyle.</p> <p>To create a large piece of group artwork based around fireworks.</p> <p>To experiment with colour, design and painting techniques.</p>		
--	--	--	--	--	--	--



Marsh Green Primary School – Reception Long term Curriculum Map

<p>Expressive Arts and Design - Creating with media and materials - Being imaginative expressive (Art and Design & music)</p> <p>Vocabulary</p>	<p>hard • long • rough • short • smooth • soft • straight • thick • thin , waxy circle, curved line squiggly ,zig zag observational. self portrait,</p>	<p>Under, over, up, down, pattern, thread, weave, pinch, push, pull, through, weave, Through, back, front, sew, sewing needle, wool ,Hessian, bookmark, embroider, Victorian ,design</p>	<p>Waterproof, material, absorb, leak, wet, dry, prediction, variable, fair, test, experiment, investigation, prediction, variable, float, sink, boat, cruise, ship, fishing boat, kayak, ocean liner, pirate ship, ship, Watercraft, Waterproof, sail, anchor, hull, mast, rudder, helm, poop deck, deck, crow's nest, junk, reeds, types of boats and ships e.g. fishing boat, canoe, cruise ship</p>	<p>Dab, dot, shiny, silky, slimy, slippery, smooth, squelchy, sticky, wet feathers</p> <p>flower buds, grass, leaves, mix, pine cones, pattern, texture, happy, sad, excited, worried, sleepy, fast, slow, loud, quiet, transient, collage, fixed, not fixed, permanent, temporary</p> <p>Collage, landscape, rip, tear, cut, stick, flick, glide, splat, splatter, stroke, swish, wipe</p>	<p>Joins, tick, cut, bend, slot, smooth, bendy, bumpy, scissors, blades, handle, snip, cut, squeeze, thumb, fingers, elbow, bubble wrap, cooked pasta, tin foil, playdough, straws, lift, open, measure, bigger, shorter, Longer ,taller thicker, thinner, rough smooth , paper clip , rubber band ,bottle top, temporary ,permanent ,Materials , pull ,break Separate ,fix</p>	<p>Squash, sticky, stretch, squelchy, twist, pinch, roll, slimy, slippery, smooth, Slice, flatten, soft, Stretch, bend, chop, cut, 3D, bark, Collage, evaluate, Landscape, leaves, petals, seed, pods, twigs, Clay, Design , Reflect, model</p>
<p>Computing (within continuous provision)</p> <p>'The How'</p>	<p>To have role play opportunities for exploring technology around them: > in the home such as toy microwave, cameras & clocks and use of Mash cams to talk about use of technology in role as a chef or refuse collector, in the outdoors such as traffic lights, walkie talkies and construction sites or magnifying tools and use of Mash cams to talk about outdoor technology such as a farmer or police officer, in the wider world such as a toy shopping till, calculator, barcode reader, QR code, spacecraft or doctors set and use Mash cams to talk.</p>					
<p>RE/ Cultural Studies</p> <p>'The How'</p>	<p>Explore religious traditions such as Christmas and Diwali</p>	<p>To read the Easter story</p>		<p>To study St. Pauls Cathedral and Buckingham Palace</p>		



Marsh Green Primary School – Reception Long term Curriulum Map

RE/ Cultural Studies 'The What'	Special times	Special stories	Special places
---	---------------	-----------------	----------------