

LONG TERM CURRICULUM MAP

Reception

This document **MUST** be used in conjunction with the BYPS Progression Grids/ Intent Document

SUBJECT		AUTUMN		SPRING		SUMMER	
		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		Sea I wonder what's down there?	Space I wonder what's up there?	Transport I wonder how it moves?	Plants I wonder how it grows?	Animals I wonder who lives there?	Exploring I wonder how it's made?
	CORE TEXTS	The Snail and the Whale The Rainbow Fish Stella Sharing a Shell Arthurs Dream Boat Clean Up What a Waste How Deep is the Sea?	How to Catch A Star We're All Wonders Man On the Moon Whatever Next Zim Zam Zoom Look Up Aliens Love Underpants Chicken Licken	Room On a Broom Mrs Armitage on Wheels You Can't Take an Elephant on a Bus Lost and Found Me on a Map The Hare and the Tortoise Amelia Earhart: Little People, Big Dreams	Rosie's Walk Oliver's Vegetables Oliver's Fruit Salad The Enormous Turnip The Tiny Seed Paddington in the Garden	The Gruffalo We're Going to Find the Monster Monkey Puzzle We're Going on a Bear Hunt Oi Frog Owl Babies Handa's Noisy Night The Bear's Winter House The Lion Inside	Izzy Gizmo The Giant Jam Sandwich The Shoe Maker and the Elves Biscuit Bear Rosie Revere Engineer Cook It Elmer in the Snow When Ice Cream Had a Meltdown

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ENGLISH/ LITERACY / COMMUNICATION AND LANGUAGE	READING	<p>To handle books with increasing competency. To listen to stories and join in when reading To begin to be aware of the way stories are structured. To continue to show an interest in illustrations. To recognise familiar words eg own name and names of people who are important to them. To read individual letter sounds and recognise corresponding graphemes. To clap out the syllables in word.</p>	<p>To tell their own stories independently. Talk about events and the main characters in familiar stories. To independently develop the character, setting, problem and solution for their own stories. To start to tell their story aloud to others.</p>	<p>To know that print carries meaning from left to right and top to bottom. To recognise a rhyming string. To begin to recognise digraphs. To blend sounds to read VC and CVC words. To begin to read some high frequency words.</p>	<p>To talk about events in stories which are read to them. To develop their story telling by articulating their ideas and thoughts in well-formed sentences. To use new vocabulary and adjectives to bring detail alive.</p>	<p>To continue to generate a rhyming string. To read simple, phonetically decodable words using their knowledge of sounds. To read some high frequency words on sight. To enjoy sharing a range of fiction and non-fiction texts with an adult /peer. To draw on phonic knowledge, experience of other books and illustrations to interpret a text. To read a simple sentence. To re-read their own sentences aloud to an adult / peer.</p>	<p>To retell a familiar story in the correct sequence. To create own stories. To adapt familiar stories and add their own ideas. To describe events and characters in detail. To begin to connect ideas using a range of connectives.</p>
	WRITING	<p>To enjoy mark making and give meaning to the marks. To write some or all letters of their name. To be able to tell a simple story or event. To write the initial sound in some simple words (may be able to write simple c-v-c words). To form some letters correctly. To begin to use 'writing' for a purpose.</p>	<p>To develop a positive attitude and show resilience when engaging in emergent writing activities. To develop correct pencil grip and posture with adult support. To begin to break the flow of speech into words. To begin to segment the sounds in simple words. To be able to link sounds to letters and write initial sounds and some middle and final sounds. To recognise a rhyming string. To know the difference between a letter and a word. To blend sounds to read VC and CVC words. To write their name confidently.</p>	<p>To become independent and confident in writing and write for enjoyment and pleasure. To be able to write labels and captions. To be able to write a simple sentence that can be read by others. To enjoy writing for a purpose. To start to write recognisable letters, words or even sentences most of which are correctly formed. To start to write simple words and sentences independently (may be able to extend sentences into short stories or recounts).</p>			
	Phonics	<p>We follow the Read Write Inc Phonics programme</p>					

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	Nursery Rhymes	The Continent Song The Sailor Went to Sea, Sea, Sea. Four Jolly Pirates	Ning, Nang, Nong Stars The North Wind Aliens From the Planet Trouble	Stop, Look, Listen, Think Hop a Little, Jump a Little Teddy Bear, Teddy Bear	When I Was One I Just Begun...	Down in the Jungle	My Ice Cream is Melting I Made a Little Snowman Shampoo Sally
MATHEMATICS (Using White Rose for Reception Scheme of Work)	<p>Alive in 5 Mass and capacity To count objects, actions and sounds. To subitise up to 5. To compare length, weight and capacity.</p> <p>Vocabulary subitise, combine, join, more, altogether, add, less, subtract take away, subitise</p>	<p>Growing 6, 7, 8 Length, height and time To understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Vocabulary order, more, less</p>	<p>Building 9 and 10 Exploring 3D shapes To have a deep understanding of number to 10, including the composition of each number.</p> <p>To link the number symbol (numeral) with its cardinal number value.</p> <p>To explore the composition of numbers to 10.</p> <p>To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>To explore and represent patterns within numbers up to 10, and how quantities can be distributed equally</p> <p>Vocabulary curved, side, corner vertices, face, edge, even, odd, double</p>	<p>To 20 and beyond How many now? To count beyond ten. To verbally count beyond 20, recognising the pattern of the counting system.</p> <p>To compare numbers.</p> <p>Vocabulary repeating patterns colours, same, compare</p>	<p>Manipulate, compose and decompose Sharing and grouping Visualise, build and map Select, rotate and manipulate shapes in order to develop spatial reasoning skills. To compose and decompose shapes. To continue, copy and create repeating patterns.</p> <p>Vocabulary Sequence, tallest, shortest, big, small, weight, heaviest, lightest, longest, length, days of the week, money, coins,</p>	<p>Make connections Consolidation To automatically recall number bonds for numbers 0–10. To automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	

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UNDERSTANDING THE WORLD	SCIENCE	<p>Forces</p> <p>To explore how objects move in water.</p> <p>Vocabulary: float, sink, up, down, top, bottom, surface, water,</p> <p>Sound</p> <p>To listen to sounds outside and identify the source.</p> <p>Vocabulary: sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar</p>	<p>Earth and space</p> <p>To learn about the solar system and stars.</p> <p>To learn about space travel.</p> <p>Vocabulary: sun, moon, earth, star, planet, sky, day, night, space, round, bounce, float</p> <p>Light</p> <p>To explore shadows.</p> <p>To explore rainbows.</p> <p>Vocabulary: sun, sunny, light, shadow, shady, clouds, torch, see-through, not see-through, source, light source</p>	<p>Forces</p> <p>To explore how things work and move.</p> <p>Vocabulary: move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, blow, bounce</p>	<p>Living Things and Their Habitats</p> <p>To explore plants in the surrounding natural environment.</p> <p>To explore plants and animals in a contrasting natural environment.</p> <p>Vocabulary: plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest)</p>	<p>Animals Including humans</p> <p>To name and describe animals that live in different habitats.</p> <p>To begin to describe habitats.</p> <p>To explore animals in the surrounding natural environment.</p> <p>Vocabulary: names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice,</p>	<p>Materials</p> <p>To explore a range of materials including natural materials.</p> <p>To observe how materials change when heated and cooled.</p> <p>To compare how materials change over time and in different conditions.</p> <p>Vocabulary: ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot,</p>
		<p>Seasonal Change</p> <p>To play and explore outside in all seasons and in different weather.</p> <p>To observe and explore living things throughout the year.</p> <p>To understand the effects of the changing seasons on the natural world around them.</p> <p>To understand that we need to change what we do/wear in response to the weather.</p> <p>Vocabulary</p> <p>Spring, Summer, Autumn, Winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers.</p>					

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HUMANITIES	<p style="text-align: center;"><u>I wonder where we are?</u></p> <p>To know that positional language and directions can tell us where to go. To know their address and where in the country it is. To understand that London is made up of different areas and to know where their school is. To begin to link this knowledge to places further away and explore how they are the same and different.</p> <p style="text-align: center;">Vocabulary</p> <p>Town, school, home, house, map, job, work, train station, library, synagogue, shops, park, London.</p>	<p style="text-align: center;"><u>I wonder how I get there?</u></p> <p>To know that there are key words/vocabulary associated with human and physical geography. To know that the world is made up of different countries and continents. To start to understand that people around the world have different beliefs, attitudes, customs, traditions and roles in society and learn why it is important to treat everyone with respect. To use a range of sources such as simple maps, photographs, magnifiers. To recognise similarities and differences of countries from around the World including the UK.</p> <p style="text-align: center;">Vocabulary</p> <p>beach, sea, water, river, fields, forest, hills, mountain, ocean, soil, weather maps, globe, atlas, continent, roads, paths, day, night</p>	<p style="text-align: center;"><u>I wonder about time?</u></p> <p>To understand that time passes in sequential order. To know that there are key words/vocabulary associated with the passage of time. To understand that the passage of time changes us and the world around us. To understand that we need to change what we do/wear in response to the passage of time. To talk about events in their life and the lives of people they know. To be aware of events/celebrations that take place at specific points of the year.</p> <p style="text-align: center;">Vocabulary</p> <p>past, family story, today, yesterday, old, new, now then, different, same, change</p>
	COMPUTING	<p>To develop digital literacy skills by being able to access, understand and interact with a range of technologies.</p> <p style="text-align: center;">Vocabulary</p> <p>on, off, i-pad, technology, computer.</p>	<p>To complete a simple program on an electronic device. To be able to create content such as a video recording, stories, and/or draw a picture on screen.</p> <p style="text-align: center;">Vocabulary</p> <p>re-mote controls, interactive, batteries.</p>

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EXPRESSIVE ARTS AND DESIGN	DT	<p>To construct simple structures and models using a range of materials. To create collaboratively, share ideas. To use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences. To choose and explore appropriate tools for simple practical tasks. To follow instructions to keep safe. To select appropriate materials when constructing and making. To name and explore a range of everyday products and begin to talk about how they are used. To explore significant products.</p> <p style="text-align: center;">Vocabulary</p> <p>picture, drawing, use, make, experiment, create, creation, change, tools, materials,</p>	<p>To describe what, why and how something was made and compare it with others. To adapt and refine their work as they are constructing and making. To share their creations, explaining the process they have used. To refine initial ideas. To suggest healthy ingredients that can be used to make simple baked or cooked foods. To follow a simple recipe with adult help.</p> <p style="text-align: center;">Vocabulary</p> <p>food, cooking, baking, recipe, ingredients, meal, snack, healthy, diet, measure, clean, germs, hygiene, scales</p>	<p>To add paint to models, including adding details to make improvements. To co-operate, collaborate and compromise to make large scale group models. To begin to design and amend their ideas.</p> <p style="text-align: center;">Vocabulary</p> <p>idea, improve, adapt, technology, masking tape, string, join, connect</p>
	ART	<p style="text-align: center;">Colour and Pattern making</p> <p>To use a range of tools competently & safely. To explore different textures. To create representations of both imaginary & real-life ideas, events, people & objects. To explore, use & refine colour mixing techniques. To use colour for purpose, including creating moods.</p> <p style="text-align: center;">I Am an Artist/ Knowledge of Artists</p> <p>To learn about artists and copy or be inspired by famous artists. Kandinsky (circles); Andy Goldsworthy (outdoor nature art using leaves, sticks and stone).</p> <p style="text-align: center;">Vocabulary</p> <p>smooth, shiny, rough, prickly, flat, patterned, jagged, scissors, cutting, sticking,</p>	<p style="text-align: center;">Collage and materials</p> <p>To experiment to create different textures. To use tools to create different textures. To use a range of materials to create different textures. To manipulate materials to have a planned effect. To begin to independently use a range of resources and decide independently how to decorate their art in different ways.</p> <p style="text-align: center;">I Am an Artist/ Knowledge of Artists</p> <p>To learn about artists and copy or be inspired by famous artists. Claude Monet (water lilies); Hokusai (sea and waves).</p> <p style="text-align: center;">Vocabulary</p> <p>bumpy, soft, hard, pencils, chalk, crayons, pastels, glue,</p>	<p style="text-align: center;">Collage and painting</p> <p>To develop own ideas through experimentation with diverse materials and paints. To express & communicate their discoveries & understanding. To return to, refine and build on previous learning/ideas. To problem solve and not give up when they face a difficulty. To develop a sense of achievement and pride in their work.</p> <p style="text-align: center;">I Am an Artist/ Knowledge of Artists</p> <p>To learn about artists and copy or be inspired by famous artists. Kara Walker (shadow art); Girl with a pearl earring oil painting by Johannes Vermeer.</p> <p style="text-align: center;">Vocabulary</p> <p>Painting, joining, making, planning, clay, colour mixing, artist, water colours, sculpture, design</p>

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MUSIC	<p>Listening, Appraising and Responding</p> <p>To respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>To explore lyrics by suggesting appropriate actions. To explore the story behind the lyrics or music.</p> <p>To listen to and following a beat using body percussion and instruments.</p> <p>To consider whether a piece of music has a fast, moderate or slow tempo.</p> <p>To listen to sounds and match them to the object or instrument.</p> <p>To listen to sounds and identify high and low pitch. To listening to and repeat a simple rhythm. To listen to and repeat simple lyrics.</p> <p>To understanding that different instruments make different sounds and group them accordingly.</p> <p>Vocabulary High, Low, Fast, Slow, Loud, Quiet, steady, Instruments, Triangle, Bells, Drum, Maraca, Chime bars, Tambourine, Listen.</p>	<p>Composing</p> <p>To be able to play untuned percussion 'in time' with a piece of music.</p> <p>To select classroom objects to use as instruments. To experiment with body percussion and vocal sounds to respond to music.</p> <p>To select appropriate instruments to represent action and mood.</p> <p>To experiment with playing instruments in different ways.</p> <p style="text-align: center;">Creating sounds and music</p> <p>To use voice to join in with well-known songs from memory.</p> <p>To be able to maintain their role within a group performance.</p> <p>To participate in performances to a small audience. To stop and start playing at the right time.</p> <p>Timbre</p> <p>To know that different instruments can sound like a particular character.</p> <p>Texture</p> <p>To know that music often has more than one instrument being played at a time.</p> <p>Vocabulary Beat, Rhythm, Singing, whispering, talking, voice, Audience, Song, Tune, Body percussion.</p>	<p>Structure: To recognise the chorus in a familiar song</p> <p>Notation: To know that signals can tell us when to start or stop playing.</p> <p>Pitch: To begin to understand that what 'high' and 'low' notes are.</p> <p>Duration: To begin to recognise that different sounds can be long or short</p> <p>Dynamics: To understand that instruments can be played loudly or softly.</p> <p>Tempo: To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>Vocabulary shaking, hitting, rattling, on own, together, beginning, middle, end, playing, pulse, taps.</p>
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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PSHE	<p>To build constructive and respectful relationships. To select vocabulary and pictures to express their feelings and consider the feelings of others. To recognise a range of basic emotions in themselves and in others and react and respond appropriately. To become independent in managing their own needs but also know when to seek comfort, reassurance and help from adults and peers when needed. To use talk to help work out problems. To think about the perspectives of others and understand that their own actions can affect others. To develop social phrases. To play cooperatively with others and take turns. To identify and moderate their feelings socially and emotionally and ask for help when they need it. To know and talk about the different factors that support their overall health and wellbeing. To understand and follow rules and help maintain the classroom environment with less prompting from adults.</p> <p style="text-align: center;">Vocabulary</p> <p>Parents Grandparents Emergency Friendly Properly Litter Different Manner</p>	<p>To talk about what they are good at and what they want to get better at. To show resilience and perseverance in the face of challenge. To know some similarities and differences between different communities in this country. Name and describe the trusted adults in their lives. To know that there are things that they don't need to tell or show anyone else. To understand that some household products, including medicines, are not to be played with. To describe how they can look after their environment. To listen to others and learn that they may have different perspectives and experiences.</p> <p style="text-align: center;">Vocabulary</p> <p>adult, harm, trust, kind, unkind, private, safe, germs, promises, secrets, different,</p>	<p>To talk about the lives of people around them and their roles in society. To see themselves as a valuable individual and describe themselves in positive terms. To recognise and begin to talk about how their lives have changed as they have grown. To talk about what constitutes a healthy lifestyle. To talk about why it is important to stay safe in the sun. To be aware that people and other living things are entitled to the things that they need to survive and feel safe. To share ownership of their learning environment by making choices about their learning. To enjoy working with friends. To break their ideas down into tasks and then talk through who will do them while working together.</p> <p style="text-align: center;">Vocabulary</p> <p>Clean, unclean, healthy, environment, change, grow,</p>
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PHYSICAL DEVELOPMENT	PE	<p style="text-align: center;">Gross Motor Skills</p> <p>To navigate a space whilst moving around an area. To change direction to avoid contact with another child.</p> <p>To use an under arm and over arm throw to aim towards hitting a target.</p> <p>To move in various ways e.g., jumping, hopping, and running navigating the space effectively.</p> <p>To begin to use small touches with their feet to attempt to keep a ball under control.</p> <p>To bounce a ball and catch it.</p> <p>To begin to understand why we warm up and the changes that occur in our bodies.</p> <p style="text-align: center;">Fine Motor Skills</p> <p>To use a range of tools (pencils, paintbrushes, scissors, cutlery) competently, safely and confidently.</p> <p style="text-align: center;">Vocabulary</p> <p>control, underarm, overarm, space, direction, target, accurate, cup shape (hand position), oxygen.</p>	<p style="text-align: center;">Gross Motor Skills</p> <p>To use their bodies to move in different ways. To show control by landing on two feet in the correct landing position (arms, knees & back).</p> <p>To use parts of their body to create a balance. To understand a balance is still and held for the count of 5.</p> <p>To begin to copy gymnastics shapes: tuck, pike, straddle, star and straight.</p> <p>To start to show good body tension.</p> <p>To enjoy using different pieces of equipment. Benches, stools, climbing equipment and springboard.</p> <p style="text-align: center;">Fine Motor Skills</p> <p>To independently do up zips and buttons.</p> <p style="text-align: center;">Vocabulary</p> <p>control, travel, balance, jumping, linking shape, landing, routine, apparatus.</p>	<p style="text-align: center;">Gross Motor Skills</p> <p>To use a cup shape to catch a small ball. To begin to throw the ball up with one hand and catch with two.</p> <p>To move around an area negotiating space effectively. To retrieve a ball whilst it's rolling away. To block a ball and stop it from going past them. To run a short distance focused on technique and different sections of a race.</p> <p>To run a long distance and understand pacing. To perform a standing long jump (two feet to two feet) and a long jump (one foot to two feet). To use different throwing equipment.</p> <p>To compete in different events during the PE lessons and Sports day.</p> <p>To enjoy participating and understand turn taking and team work.</p> <p style="text-align: center;">Fine Motor Skills:</p> <p>To develop a secure tripod grip.</p> <p style="text-align: center;">Vocabulary</p> <p>throw, jump, run, distance, length, speed, stamina, pace, team control, hi, bat,</p>
	FOREIGN LANGUAGES BIBLICAL HEBREW	<p style="text-align: center;">Learn Block Letters in Hebrew</p> <p style="text-align: center;">to develop understanding of the vocabulary necessary to describe the culture surrounding Biblical Hebrew</p> <p style="text-align: center;">Explore the patterns and sounds of language through songs and rhymes.</p>		