



# LONG TERM CURRICULUM MAP

## ST JOHN FISHER RC PRIMARY SCHOOL



YEAR RECEPTION	Autumn	Spring	Summer
<p><b>Core Texts/ Talk for Writing* Selection of Information Books related to topic - Space, Solar System</b></p>	<p>Equalities I Like Myself* Super Duper You Whatever Next!*</p> <p>Information books - Space Create our own fact file: Solar System*</p>	<p>Lost and Found* Sustainability Solo</p> <p><u>Information books:</u> World Atlas, Maps, Create our own penguin fact file.</p> <p>Equalities All Are Welcome* All Kinds of Families Say Hello! Love Around the World</p> <p><u>Information books:</u> World Atlas, Maps</p>	<p>Sleeping Beauty* Into the Castle* Captain Teachum's Buried Treasure The Pirates Nextdoor</p> <p>Equalities My Pirate Mums Sustainability The Tale of the Whale</p> <p><u>Information books:</u> Castles, Life in a castle, History of pirates.</p>
<p><b>PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT</b></p>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>• work and play co-operatively and take turns with others</li> <li>• develop positive relationships with adults and peers</li> <li>• know and understand the rules that keep us safe and happy</li> <li>• manage their own basic hygiene and personal needs</li> <li>• understand the importance of healthy lifestyle choices eg food, sleep, exercise</li> </ul>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>• show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>• show sensitivity to their own and others' needs</li> </ul>	<p>Children learn to:</p> <ul style="list-style-type: none"> <li>• give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> <li>• be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> </ul>



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<b>COMMUNICATION and LANGUAGE</b>	<p>Children learn to:</p> <ul style="list-style-type: none"><li>listen attentively and respond to what they hear during whole class discussions and small group interactions</li><li>participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li></ul>	<p>Children learn to:</p> <ul style="list-style-type: none"><li>make comments about what they have heard and ask questions to clarify their understanding</li><li>offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li></ul>	<p>Children learn to:</p> <ul style="list-style-type: none"><li>hold conversations when engaged in back-and-forth exchanges with their teachers and peers</li><li>express their ideas and feelings about their experiences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li></ul>
<b>PHYSICAL DEVELOPMENT</b>	<p>Children learn to:</p> <ul style="list-style-type: none"><li>use a range of small tools including scissors, paintbrushes and cutlery</li><li>hold a pencil effectively</li><li>negotiate space and obstacles safely, with consideration for themselves and others</li></ul>	<p>Children learn to:</p> <ul style="list-style-type: none"><li>demonstrate strength, balance and coordination when playing</li><li>hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li></ul>	<p>Children learn to:</p> <ul style="list-style-type: none"><li>move energetically, such as running, jumping, dancing, skipping and climbing</li><li>continue to practise grip in preparation for fluent writing</li><li>begin to show accuracy and care when drawing</li></ul>



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LITERACY	<p>Children learn to:</p> <ul style="list-style-type: none"><li>• demonstrate understanding of what has been read to them by retelling stories</li><li>• recognise their own name</li><li>• say a sound for each letter in the alphabet</li><li>• hear and say initial sounds in words</li><li>• begin to form recognisable letters</li><li>• write their own name using the correct letter formation</li><li>• can say the sounds in simple words and blend them together</li><li>• begin to spell words by identifying sounds within words</li></ul>	<p>Children learn to:</p> <ul style="list-style-type: none"><li>• continue to retell stories and narratives using their own words and key vocabulary</li><li>• anticipate (where appropriate) key events in stories</li><li>• read words consistent with their phonic knowledge by sounding and blending</li><li>• read aloud simple sentences and books that are consistent with their phonic knowledge</li><li>• write recognisable letters, most of which are correctly formed</li><li>• spell words by identifying sounds in them and representing the sounds with a letter or letters</li></ul>	<p>Children learn to:</p> <ul style="list-style-type: none"><li>• confidently retell stories and narratives using their own words and learnt story language</li><li>• say a sound for each letter in the alphabet and at least 10 digraphs</li><li>• read books consistent with their phonic knowledge, including some common exception words</li><li>• using their phonic knowledge write simple phrases and sentences that can be read by others</li></ul>



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<b>MATHEMATICS</b>	<p>Children learn to:</p> <ul style="list-style-type: none"><li>• count accurately using 1:1 correspondence (touch counting)</li><li>• count, recognise and order numerals 1 – 20</li><li>• recognise numbers of objects presented in regular and irregular groups (subitise) to 5 and then within 10</li><li>• explore, recognise and create repeating patterns</li></ul>	<p>Children learn to:</p> <ul style="list-style-type: none"><li>• verbally count past 20, recognising the pattern of the counting system</li><li>• have a deep understanding of numbers to 10, including the composition of each number</li><li>• compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li><li>• In practical activities and discussion, they use the vocabulary involved in adding and subtracting. Pupils find the total number of items in two groups by counting all of them.</li><li>• They order and sequence familiar events.</li><li>• Pupils can record, using marks that they can interpret and explain for example data handling.</li></ul>	<p>Children learn to:</p> <ul style="list-style-type: none"><li>• automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts</li><li>• explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li><li>• They can order two items by weight or capacity.</li></ul>



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<b>UNDERSTANDING the WORLD</b>	<p>Children learn to:</p> <ul style="list-style-type: none"><li>• talk about the lives of the people around them and what they do</li><li>• describe their immediate environment (home and school)</li><li>• know some similarities and differences between different religions (Hindu festival of Diwali) and cultures (reference various festivals of light)</li><li>• explore, observe and talk about the natural world around them</li><li>• begin to understand seasonal changes in autumn and winter</li></ul>	<p>Children learn to:</p> <ul style="list-style-type: none"><li>• know some similarities and differences between different religions (Judaism – Passover) and cultural communities in this country</li><li>• explain some similarities between life in this country and life in different countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</li><li>• explore the natural world around them, making observations and drawing pictures of animals and plants</li><li>• 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</li><li>• understand some important process and changes in the natural world around them, including the seasons (spring and summer)</li></ul>	<p>Children learn to:</p> <ul style="list-style-type: none"><li>• know some similarities and differences between different religions (Islam – Ramadan and Eid) and cultural communities in this country, drawing on their experiences and what has been read in class</li><li>• explore the natural world around them, making observations and when appropriate, using learnt language associated with nature</li><li>• understand some important process and changes in the natural world around them, including seasons (spring and summer) and changing states of matter</li></ul>



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EXPRESSIVE ARTS and DESIGN	<p>Children learn to:</p> <ul style="list-style-type: none"><li>• make use of props and materials when role playing characters in narratives and stories</li><li>• sing a range of well-known nursery rhymes and songs</li><li>• perform songs, rhymes, poems and stories with others and try to move in time with music</li></ul>	<p>Children learn to:</p> <ul style="list-style-type: none"><li>• safely use and explore a variety of materials, tool and techniques</li><li>• recite poems linked to the learning focus</li></ul>	<p>Children learn to:</p> <ul style="list-style-type: none"><li>• share their creations, explaining the process they have used</li><li>• invent, adapt and recount narratives and stories with peers and their teachers</li></ul>