







# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

## RECEPTION LONG-TERM CURRICULUM MAP

### IF YOU CAN DREAM IT, YOU CAN DO IT!



### EYFS (Reception) Long-Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Our Core Value Theme for the Half-Term</b>	<b>DETERMINATION</b>	<b>RESPECT</b>	<b>SAFETY</b>	<b>APPRECIATION</b>	<b>MOTIVATION</b>	<b>EMPOWERMENT</b>
<b>Whole-School Overarching PSHE/RSE Theme(s)</b> These themes are explored during our 'PSHE/Cultural Capital' lessons.				Healthy and Happy Friendships  Similarities and Differences	Caring and Responsibility  Families and Committed Relationships	Coping with Change  Healthy Bodies, Healthy Minds
<b>Whole-School Cultural Capital Theme(s)</b> These are the focus for our weekly 'Cultural Capital' assemblies. The content introduces our children to a range of topics designed to develop their cultural capital.	Our DREAMS Core Values Roald Dahl Day British Values - Rule of Law Celebrating Harvest Black History Festivals of Light	Remembrance Dia de los Muertos Anti-Bullying British Values - Rule of Law Disability Awareness Christmas	Our DREAMS Core Values Holocaust LGBT+ History Speak Out, Stay Safe/PANTS	Staying Safe Online Rock your Socks Our Liverpool Home Fairtrade Ramadan Cultural Traditions and Diversity	Earth Day Eid Children's Book Week Local History Month	Pride Shavuot World Refugee Week World Refill Week British Values - Individual Liberty Celebrating our Achievements
<b>EYFS Overarching Theme(s)</b>	Welcome to Florence Melly and our Flo Melly Family	Autumn and Celebrations around the world	Winter and Chinese New Year	The Great Outdoors and Easter	Animals	Our Wonderful World (including our Liverpool home)
<b>Structured Story Time</b> Our core texts that introduce key language, ideas and themes that pupils need to access the foundational knowledge to support their development and prepare them for success in Key Stage 1 and beyond.						
	I'm (Almost) Always Kind (I'm Not Very) by Anna Milbourne	Celebrations Around the World by Katy Halford	Shu Lin's Grandpa by Matt Goodfellow	Tad by Benji Davies	Luna Loves Art by Joseph Coelho	Clean Up! by Nathan Bryon
	The Family Book by Todd Parr	Pumpkin Soup by Helen Cooper	Mr Wolf's Pancakes by Jan Fearnley	The Wonder by Faye Hanson	Winnie-the-Pooh Helps the Bees! by Jane Riordan	Martha Maps It Out by Leigh Hodgkinson
	What makes me a me? - Ben Faulks	The Squirrels Who Squabbled by Rachel Bright		Mrs Noah's Garden by Jackie Morris	The Story Orchestra Carnival of Animals by Katy Flint	

<b>Supplementary High Quality Texts as the Beating Heart of our Curriculum</b>						
	Standing Up To Racism by Dr Pragma Agarwal	Splash by Claire Cashmore	Chicken Clicking by Jeanne Willis	Anansi and the Golden Pot by Taiye Selasi	Oliver's Vegetables by Vivian French	Dear Earth by Isabel Otter
	It's a No-Money Day by Kate Milner			Big Hair Parade by Dianne Muendo	Oliver's Fruit Salad by Vivian French	

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Communication and Language</b>	<p>Children are beginning to listen to other children in their setting. They listen during story time and show an interest in the books being read.</p> <p>Children join in with story time, rhymes and poems.</p> <p>Children keep play going by conversing and extending conversation. Children ask and answer questions.</p>	<p>Children are listening more on the carpet and when being spoke to by their teacher and peers. Children continue to listen to new stories that are shared with them. They can ask questions and discuss events in life and in stories.</p> <p>Children follow clear two part instructions.</p>	<p>Children's listening skills are continuing to develop and they are listening in lots of different situations such as carpet time, assembly, phonics and other lessons.</p> <p>Children make predictions about what might happen next in a story. They can talk about fiction and non-fiction texts.</p>	<p>Children listen both in and out of school and pay attention to the person talking. When out of school they know it is important to listen to keep safe - such as cars or 'Stranger Danger'.</p> <p>They use talk to resolve conflicts, discuss their ideas and give reason. Children use newly learnt vocabulary in their responses.</p>	<p>Children's listening skills continue to develop, they can listen in a range of situations and can listen while taking part in a guided task while remaining on task.</p> <p>Children keep play going by conversing and extending conversation. Children ask and answer questions.</p>	<p>Children show good listening skills and can listen to one another, adults and new people with great skill.</p> <p>They can retell a story with increasing detail using newly learnt vocabulary.</p>
<b>Phonics</b>	Read, Write, Inc. Phonics (see scheme for sequence and progression)					
<b>Literacy</b>	<p>Writing own name.</p> <p>Writing as a means of communication - children writing notes/messages that have personal meanings.</p> <p>Begin developing a phoneme/grapheme relationship.</p>	<p>Continue developing a phoneme/grapheme relationship.</p> <p>Begin writing VC and CVC words.</p> <p>Improving pencil control.</p>	<p>Continue developing a phoneme/grapheme relationship.</p> <p>Writing CVC words as labels and within own play.</p>	<p>Begin to write simple captions in line with phonics knowledge.</p> <p>Continue to build on knowledge of letter sounds in writing.</p>	<p>Writing captions/simple sentences e.g. it is a bus.</p> <p>Continue to build on knowledge of letter sounds in writing.</p>	<p>Children writing for a range of purposes e.g. non-fiction and fiction writing.</p> <p>Write short sentences sometimes using finger spaces, capital letters and full stops.</p>
<b>Physical Development</b>	<p>Begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table.</p> <p>Personal hygiene.</p>	<p>Children will revise and refine the fundamental movement skills they have already acquired. (Roll, crawl, walk, jump, run, hop, skip, climb, balance).</p>	<p>Begin to develop overall body; strength, balance, co-ordination, balance and agility. Experiment moving in different ways.</p>	<p>Children will further develop and refine a range of ball skills. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Children will know and talk about the different factors that support their overall health and wellbeing.</p> <p>Using equipment safely at all times.</p>	<p>Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PE Lesson</b>	Introduction to PE	Fundamentals	Ball Skills Gymnastics	Games Dance	Ball Skills Revisited Gymnastics Revisited	Games Revisited Dance Revisited
<b>Mathematics</b>	Matching and sorting. Comparing amounts. Comparing size, mass and capacity. Identifying and making patterns and connections.	Representing and comparing 1, 2 and 3. Composition of 1, 2 and 3. Circles and triangles. Focusing on 4 - including shapes with 4 sides. One more/less. Numbers to 5	Introducing zero. Comparing numbers to 5. Composition of 4 and 5. Comparing mass. Comparing capacity.	6, 7 and 8. Making pairs. Combing two groups. Length and height. Time. 9 and 10. Bonds to 10. 3D shapes. Pattern.	Building number beyond 10. Counting patterns beyond 10. Spatial reasoning. Adding more. Taking away.	Doubling. Sharing and grouping. Even and odd. Spatial reasoning. Patterns and relationships.
<b>Understanding of the World</b>	Children can talk about the people/things that are special to them (What makes me me?) (The family book).  Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world.	Children recognise that people have different beliefs and celebrate special times in different ways.  Children find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day and Diwali. (Celebrations around the world)	Celebrating Chinese New Year.  Children learn about the season Winter and changes/processes e.g. ice melting.  The Arctic and Antarctica-animal habitats/features and climates. Children recognise some environments that are different to the one in which they live.  Historical figures/Arctic explorers.  Pancake Tuesday (Mr Wolf's Pancakes).	Growing and planting (Mrs Noah's garden).  Naming the parts of a plant and what plants need to grow.  Children learn about the season spring.  Children find out about other countries and people through non-fiction texts and stories (Anansi and the golden pot).  Celebrating Easter.	Focus on bees (Winnie the Poop).  Human and animal lifecycles.  Dinosaurs - animals from history.  Children can describe an animal using some scientific vocabulary. Habitats and who lives there.	Countries and continents Maps, including making own (Martha Maps it Out).  Where do we live? Our Liverpool Home (identifying local landmarks)  Keep our planet healthy/recycling (Dear Earth/Clean up).
<b>Expressive Arts</b>	Self portraits.  Exploring colours and textures.  Singing familiar songs and adding new ones to our repertoire.	Art linked to festivals and experiences. Making Diwali Clay Diva lamps/Rangoli patterns.  Linked to Christmas - songs and performances.	Winter art - colours and textures.  Linked to Chinese New Year. Ribbon/dragon/lion dancing (Moving in response to music)	Art - linked to 'The Wonder' (art as peoples thoughts and imagination). What would your best playground look like?  Vivaldi - the four seasons (Spring).	Luna Loves Art' - looking at a range of artists and significant pieces of work and making observations.  What is an orchestra?  Exploring different pieces of music and using musical instruments	Explore colour, design and textures - making own choices about art work.  Music from Liverpool and then music from around the world/different cultures.