



**Roseberry Primary School Working Long Term Map 2021-22**  
**Reception**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Heading</b>	Marvellous Me What makes me special? (Elmer)  7 Weeks	I wonder what will happen if... (Magic, Witches and Wizards)  7 Weeks	What's up there? (Space)  7 Weeks (1 week assessment)	Who's afraid of the Big Bad Wolf? (Fairy Tales)  6 weeks	Where do I live? (Amazing Animals)  5 weeks	Arrrrrgh! Who's stolen our treasure? (Pirates)  This is the Greatest Show!  6 weeks
<b>Possible additional themes/ Interests/ Lines of Enquiry</b>	Families Autumn Halloween	Autumn Bonfire Night Christmas Story Father Christmas Christmas around the world	Winter Arctic Snow Bears and Penguins Chinese New Year	Pancake Day Easter Growing Up Planting/Gardening/Spring	Life Cycles – Frogs, butterflies, plants Local Area	Summer holidays (past and present) Hot places Rock pools Mermaids
<b>SMSC and British Values:</b>	1. Democracy: Making decisions together (right to vote and be represented) 2. Rule of law : understanding rules matter (law of the land) 3. Individual liberty: freedom for all (freedom of speech etc) 4. Mutual respect and tolerance: treat others as you want to be treated (Use Bolton Early Years and Childcare Team document – have document on display with key British Values message and highlight when covered. Include examples of pupil voice)					
<b>RRSA:</b>	Consider UNCRC when completing MTP, ensure rights are displayed alongside any display work and RRSA stamp is used in Learning Journeys to highlight RRSA links. Article 5 – Learn how to use your rights as you grow up. Article 6 – Right to life and to be healthy. Article 7 – Your right to a name. Article 12 – Your right to say what you think should happen and be listened to. Article 13 – Your right to information. Article 15 - Your right to meet with friends and join groups and clubs. Article 16 – Your right to privacy. Article 19 - You should not be harmed and should be looked after and kept safe. Article 24 – Your right to good food and water and to see a doctor if you are ill. Article 28 – Your right to learn and to go to school. Article 29 – Your right to become the best that you can be. Article 31 – Your right to relax and play					
<b>Global Goals</b>	3.Health and Wellbeing (Looking after yourself)	1.No poverty (Cash4kids, shoebox appeal)	7. Affordable and Clean energy (Air pollution)	1.No poverty (Homes)	6. Clean Water and Sanitation (Animals in the ocean)	3.Health and Wellbeing (Health and fitness)
<b>R.E</b>	Birthdays around the world	Remembrance Day: 11.11.21	Chinese New Year (Tiger): 01.2.22	Easter: 17.4.22	Saint George's Day: 23.4.22	Dharma Day: 13.7.22

		Diwali: 04.11.21 Hanukkah: 28.11-06.12.21 Christmas: 25.12.21			Eid Al-Fitr: 02.5.22	
People, Culture and Communities - Reception <ul style="list-style-type: none"> <li>• Understand that some places are special to members of the community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> People, Culture and Communities ELG <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>						
<b>Whole School Events</b>	Working Together Wednesday: TBC	Working Together Wednesday: TBC	Working Together Wednesday: TBC	Working Together Wednesday: TBC	Working Together Wednesday: TBC	Working Together Wednesday: TBC
<b>Bespoke Books</b>	Elmer The Tiger Who Came to Tea Peace At Last	On the way home The Jolly Postman	Owl Babies	Rosie's Walk	The Selfish Crocodile Tadpole's Promise	We're Going on a Bear Hunt The Gruffalo
<b>Suggested Texts</b>	Can I build another me? The Growing Story Titch You Choose Todd Parr Series	Room on the Broom Winnie The Witch Meg and Mog Funny Bones The Princess and the Wizard ----- The Jolly Christmas Postman The Crayons Christmas The Nativity Story	Aliens Love Underpants Field Trip to the Moon The Man on the Moon The Way Back Home How to Catch a Star Whatever Next Q Pootle 5 ----- The Chinese Zodiac Story	Little Red Riding Hood (Alternative Versions) Three Billy Goats Gruff Jack and the Beanstalk ----- The Easter Story We're Going On An Egg Hunt	Monkey Puzzle Spinderella Super Worm Mad About Minibeasts	Mrs Pirate Pirate Pete The Night Pirates The Pirates Who Lived Next Door  The Singing Mermaid Molly's Circus

Areas of Learning		Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Personal, social and emotional development	Self-Regulation	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul>		<ul style="list-style-type: none"> <li>Give focussed 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> </ul>	
Managing Self	<ul style="list-style-type: none"> <li>Manage their own needs.</li> </ul>			<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul>		<ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	
Building Relationships	<ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> <li>Form positive attachments to adults and friendships with peers.</li> </ul>			<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> </ul>		<ul style="list-style-type: none"> <li>Show sensitivity to their own and to others' needs.</li> </ul>	
NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception year.							
Physical development	Gross Motor Skills	<u>Reception</u> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired. <ul style="list-style-type: none"> <li>Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing</li> </ul> </li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Use their core muscles to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of small and large apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Further develop and refine a range of ball skills; including throwing, catching, kicking, passing, batting and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul> <u>ELG</u> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>					

Links to Development Matters

			Outdoor play using climbing equipment	Outdoor play using climbing equipment	Outdoor play using climbing equipment	Outdoor play using climbing equipment	Outdoor play using climbing equipment	Outdoor play using climbing equipment
	<b>Fine Motor Skills</b>	<u>On-going focus throughout year in Continuous provision and directed activities</u> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors and paint brushes.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>						
	<b>PE Session Focus</b>	Core Fitness	Gymnastics	Dance and movement	Ball skills	Ball games	Athletics	
	<b>On-going skills</b>	<ul style="list-style-type: none"> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> </ul>						
<b>Communication and language</b>	<b>Listening, Attention and Understanding</b>	Understand how to listen carefully and why listening is important.  Engage in story time.	Ask questions to find out more and to check they understand what has been said to them.  Develop social phrases.  Engage in story time.	Articulate their ideas and thoughts into well-formed sentences. Connect one idea to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocab.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use vocabulary in different contexts.	
	<b>Speaking</b>	Learn new vocabulary and use it throughout the day.			Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Use new vocabulary in different contexts.		
<b>Literacy</b>	<b>Comprehension</b>	Guided/Individual reading	Guided/Individual reading	Guided/Individual reading	Guided/Individual reading	Guided/Individual reading Comprehension tasks	Guided/Individual reading Comprehension tasks	
	<b>Word Reading</b>	Phase 1 phonics Set 1 Phonics RWI	Set 1 Phonics RWI	Set 2 Phonics RWI	Set 2 Phonics RWI	Set 1 and 2 consolidation	Set 1 and 2 consolidation	

			<p>Read individual letters by saying the sounds for them.</p> <p>Oral CVC blending</p> <p>Introduce Action word sets 1-9</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonics programme.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Read alien words</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Read alien words</p>	
		<b>Writing</b>	<p>Name writing</p> <p>Write phonic sounds</p>	<p>Name writing</p> <p>Write phonic sounds and CVC words</p> <p>HA - Labels and captions</p>	<p>Name writing</p> <p>Write phonic sounds and CVC words</p> <p>Labels and captions</p>	<p>Name writing</p> <p>Write phonic sounds and CVC words</p> <p>Labels and captions</p> <p>HA – Simple sentences</p>	<p>Name writing</p> <p>Write digraphs and words containing them</p> <p>Labels and captions</p> <p>Simple sentences</p>	<p>Name writing</p> <p>Write digraphs and words containing them</p> <p>Labels and captions</p> <p>Simple sentences</p> <p>HA – Extended writing</p>	
	<b>Mathematics</b>	<p><b>Number</b></p> <p><b>Numerical Patterns</b></p>	See separate Long Term Map for Maths						
	<b>Understanding the world</b>	<b>Past and present</b>	<p>Talk about lives of people around them and their roles in society.</p> <p>Comment on images of familiar situations in the past.</p>		<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Know some similarities and differences between things in the past and things now, drawing on their experiences and what has been read in class.</p>		<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	
		<b>People, Culture and Communities</b>	<p>Talk about members of their</p>	<p>Recognise that people have different beliefs</p>	<p>Describe their immediate</p>	<p>Understand that some places are</p>	<p>Explain some similarities and</p>	<p>Draw information from a simple map.</p>	

			<p>immediate family and community. Name and describe people who are familiar to them.</p>	<p>and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Recognise some environments that are different to the one in which they live.</p>	<p>special to members of their community.</p>	<p>differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p>	
		<p><b>The Natural World</b></p>	<p><b>Season – Autumn</b> Describe what they see, hear, and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p><b>Season – Autumn/Winter</b> Describe what they see, hear, and feel whilst outside.</p> <p>Understand some important processes including changes of state and matter – Mixing potions and freezing.</p>	<p><b>Season – Winter/Spring</b> Describe what they see, hear, and feel whilst outside.</p>	<p><b>Season - Spring</b> Describe what they see, hear, and feel whilst outside.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Plant beans (Jack and the Beanstalk)</p>	<p><b>Season – Spring/Summer</b> Describe what they see, hear, and feel whilst outside.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments. (Africa)</p> <p>Explore the natural world around them.</p>	<p><b>Season – Summer</b> Describe what they see, hear, and feel whilst outside.</p>
		<p><b>Science Link</b></p> <p><b>Y1 progression link</b></p>	<p><b>Explore the natural world around them.</b></p> <p><b>Animals including humans-</b> Create opportunities to discuss how we care for</p>	<p><b>Explore the natural world around them.</b></p> <p>Observe and interact with natural processes e.g. ice melting (also use salt)</p>		<p><b>Describe what they see, hear and feel whilst outside.</b></p> <p>Name and describe some plants and animals that they will be familiar with (daisy, daffodil, buttercup).</p>	<p><b>Explore the natural world around them.</b></p> <p><b>Animals including humans</b></p> <p>Create opportunities to</p>	<p><b>Explore the natural world around them.</b></p> <p>Light travelling through transparent material Shadows</p>

		<p>themselves (healthy eating, teeth brushing, exercise).</p> <p><b>Animals including humans</b> Identify, name, draw and label their face and say which part is for seeing, smelling, tasting and hearing.</p> <p>A sound causing a vibration and that vibrations from sounds travel through a medium to the ear.</p>			<p><b>Plants</b>- Look at and feel the texture of different trees around school. Tree rubbings. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p><b>Materials</b>- name an object and what it is made out of (plastic, wood, glass). Begin to develop vocabulary to describe the properties of the materials</p>	<p>discuss how we care for the natural world around us.</p> <p>After close observation, draw pictures of the natural world, including animals and plants.</p>	<p>Floating and sinking <b>Materials</b> to make a boat</p>
<b>Expressive arts and design</b>	<b>Creating with materials</b>	<p><b>Art Focus</b> Self Portraits Decorate the first letter in your name Family portraits Draw what they want to be when they grow up.</p>	<p><b>Art Focus</b> Potions, wands, witches and wizards' hats – Colour mixing focus.  Bonfire paintings Diwali crafts Making poppies</p>	<p><b>Art Focus</b> Space Pictures on App Repeating Pattern Pants Dragon Masks Northern Lights Pictures</p>	<b>Art Focus</b>	<p><b>Art Focus</b> Animal collages Animal foot prints</p>	<b>Art Focus</b> Pirate portraits

			<b><u>DT Focus</u></b>	<b><u>DT Focus</u></b> Christmas crafts	<b><u>DT Focus</u></b> Making Paper Mache Planets	<b><u>DT Focus</u></b> Gingerbread Houses Role Play Props	<b><u>DT Focus</u></b> Animal homes Animal masks Make Costumes for Ugly Bug Ball Butterfly Feeders Bug Hotels	<b><u>DT Focus</u></b> Pirate Hats Treasure Boxes Treasure Maps
		<b>Being imaginative and expressive</b>  <b><u>Role play area – Home corner in classroom.</u></b> <b>Children to vote for role play under shelter linked to topic.</b>	Sing familiar Nursery Rhymes and songs  Develop story lines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Dragon Dancing  Return to and build on their previous learning, refining ideas and developing their ability to represent them	Retelling familiar stories using props. Singing songs related to Fairy Tales.  Create collaboratively sharing ideas, resources, and skills.	Ugly Bug Ball  Listen attentively, move to and talk about music, expressing their feelings and responses.	Write and perform poetry.  Watch and talk about dance and performance art, expressing their feelings and responses.
	<b>Computing</b>		Introduce children to Beebot App on ipads.	Create video instructions for someone to follow, linked to potion making.	Record Dragon Dance with music.  Look at technology used to observe life in space.	Record each other retelling stories or parts of stories.	Design a bug and type a label.	Discuss what technology is used for and how to keep safe online.
	<b>Visits, visitors and enrichment</b>		Library Visit  Visitor – Dental Health Nurse	Arcadia Garden Centre to visit Santa’s Grotto Saint Columba’s Church to decorate Christmas Tree	Library Visit Planetarium – Wynyard Woodland Park	Billingham Forum Theatre Visit	Saltholme: Pond Dipping	Library Visit  Beach Visit
	<b>Assessment Focus</b>		Baseline assessments		Phonics assessments Writing assessment Update maths assessments		Phonics assessments Writing assessment Update maths assessments	Final assessments for moving to Year 1

