

Year R: Long Term Learning Map – 2022-23

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|  | | **Term 1**  **A School through Time**  **History** | | **Term 2**  **Materials to keep us warm and dry**  **Science** | | **Term 3**  **Paddington’s Travels Round the UK**  **Geography** | | **Term 4**  **Planes Trains and Automobiles**  **History** | | **Term 5**  **Living things and Habitats**  **Science** | | **Term 6**  **On with the show!**  **The Arts** |
| **Enrichment Opportunities** | **Trips / Visitors** |  | |  | |  | |  | |  | |  |
| **Other** |  | |  | |  | |  | |  | |  |
| **PSED**  **Personal, Social and Emotional Development** | | To begin to see myself as a valued individual.  To be able to recognise when I am happy and sad.  To begin to listen to others in a small group.  To follow whole class hygiene routines. | | To Be sensitive towards others and celebrate what makes each person unique.  To recognise that we can have things in common with others.  To use speaking and listening skills to learn about the lives of their peers.  To know the importance of showing care and kindness towards others.  To demonstrate skills in building friendships and cooperation. | | To talk about how to keep their bodies healthy and safe.  To name ways to stay safe around medicines.  To know how to stay safe in their home, classroom and outside.  To know age-appropriate ways to stay safe online.  To name adults in their lives and those in their community who keep them safe. | | To understand that they can make a difference.  To identify how they can care for their home, school and special people.  To talk about how they can make an impact on the natural world.  To talk about similarities and differences between themselves.  To demonstrate building relationships with friends. | | To feel resilient and confident in their learning.  To name and discuss different types of feelings and emotions.  To learn and use strategies or skills in approaching challenges.  To understand that they can make healthy choices.  To name and recognise how healthy choices can keep us well. | | To understand that there are changes in nature and humans.  To name the different stages in childhood and growing up.  To understand that babies are made by a man and a woman.  To use the correct vocabulary when naming the different parts of the body.  To know how to keep themselves safe. |
| **Physical Development**  **Gross Motor** | |  | |  | |  | |  | |  | |  |
| **Fine Motor** | | To develop core strength and stability.  To develop upper body strength sufficiently so children can move their arm and hand without moving their shoulders. | | To move and rotate their lower arms and wrists independently.  To build muscle tonnage in hands | | To begin to develop a comfortable and effective pencil grip.  To refine and develop their fine motor skills so that they can thread. | | To develop a comfortable and efficient pencil grip, allowing them to form letters correctly. | | To refine pencil grip to nip, grip and flip, holding the pencil.  To develop an efficient handwriting style. | | To demonstrate a correct pencil grip with letters formed correctly. |
| **Communication and Language** | | **Vocabulary**  To be able to extend vocabulary, by grouping and naming and exploring the meaning and sounds of new words**.**  **Spoken Language**  Suffixes and prefixes  They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.  Conjunctions and sentence structure  They develop their own narratives and explanations by connecting ideas or events  Introduces a storyline or narrative into their play  Question skills  To be able to listen to stories, responding with relevant questions.  They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  Using language for a purpose  To be able to express themselves effectively, showing awareness of listeners’ needs.  To begin to be able to take more care in communicating with unfamiliar people.  To be able to talk about how they and others show feelings,  To be able to talk about their own and others’ behaviour, and its consequences.  They are confident to speak in a familiar group,  They will talk about their ideas.  They say when they do or don’t need help.  Children play co-operatively, taking turns with others.  **Good Listening Skills**  To be able to listen in a range of situations.  To be able to listen to stories, anticipating key events  To be able to listen to stories, responding with relevant comments  They give their attention to what others say and respond appropriately, while engaged in another activity.  To be able to follow instructions involving several ideas or actions. | | | | | | | | | | |
| **Maths** | | **To be able to subitise to 3**  To be able to recognise a group of 1, 2, and 3 without counting.  To be able to count a group of up to 3 items.  To be able to count out a group of up to 3 items.  To be able to count forward and backward to 3.  To be able to compare amounts to 3 using the language more and fewer.  **Shape, Space and Measure**  To be able to sort items by a simple category.  To be able to recognise circles and triangles.  To be able to use positional language in everyday situations. | **To be able to subitise 4 and 5.**  To be able to recognise a group of 4 or 5 without counting.  To be able to represent numbers to 5.  To be able to count out a group of up to 5 items.  To be able to count a group of up to 5 items.  To begin to understand one more and one less to 5.  To be able to count forwards and backwards to 5.  **Shape, space and measure**  To be able to recognise and name shapes with 4 or 5 sides.  To be able to state when my birthday is.  To be able to sort activities into things that happen at night and things that happen in the day. | | **To be able to subitise 6, 7 and 8**  To understand that zero means nothing.  To be able to understand that all numbers are made of smaller numbers.  To be able to compare numbers to 5 using the language more, fewer and equal to.  To explore and understand the different compositions of 4 and 5.  To be able to recognise a group of 6, 7 and 8 without counting.  To be able to represent numbers to 8.  To be able to count out a group of up to 8 items.  To be able to count a group of 8 items.  **Shape Space and Measure**  To compare items by their weight, using the language heavy/heavier and light/lighter.  To use balancing scales to compare two items weight.  To be able to describe capacity using the language full, nearly full, half full, nearly empty and empty. | | **To be able to subitise 9 and 10**  To be able to understand that a pair is two.  To be able to combine two groups and find how many there are altogether.  To be able to count forward and backward to 10.  To be able to represent 9 and 10.  To be able to count out 9 and 10 items.  To be able to count a group of 9 and 10 items.  To be able to recognise a group of 9 or 10 items without counting.  To be able to compare numbers to 10, using the language more, fewer and equal to.  To be able to explore number bonds to 10.  **Space, shape and measure**  To be able to use the vocabulary tall and short to describe items when making direct comparisons.  To make indirect comparisons, measuring items using blocks or cubes.  To be able to sequence simple activities from their day  To be able to recognise that some activities happen on the same day every week.  To be able to talk about significant events in their life and things that they will look forward to in the future.  To be able to build and create models with 3D shapes.  To be able to create repeating patterns. | | **To be able to recognise numbers beyond 10.**  To be able to build and identify numbers beyond 10 to 20.  To be able to recognise that numbers 1 to 9 repeat after every full 10.  To be able to count forward and back to 20.  To be able to count forward and back to 20 from different starting points.  To be able to explore breaking down numbers beyond 10 into their base ten and ones.  To order and sequence numbers to 20.  To understand that a quantity of a group can be changed by adding more or taking some away.  To create mathematical stories using the language first, then and now.  To understand that we have to recount everything to find out what we have altogether when completing addition.  To understand that we have to take away the required amount and count how many are left at the end, when subtracting.  **Space, Shape and Measure**  To be able to complete a puzzle, by rotating shapes and finding shapes that fit a space.  To be able to recreate a picture or pattern using shapes, using positional language to describe where shapes are in relation to each other.  Children to understand that shapes can be combined or separated to make new shapes. | | **To be able to double a number. To be able to share a number equally.**  To understand that doubling means twice as many.  To be able to recognise and make equal groups.  To be able to notice that sometimes when sharing there are items left over, coming up with their own solutions to these problems.  To understand that some numbers will share equally into groups and others will not.  To be able to recognise that numbers that can be shared equally are even and numbers that cannot be are odd.  To be able to use their mathematical knowledge to solve problems.  To be able to explore the patterns between numbers and shapes.  **Space, Shape and Measure**  To be able to recreate different models, using positional language to describe them. | |
| **Literacy**  **Writing** | | **Spelling**  To be able to link grapheme to sound.  To be able to hear and say initial sounds.  To begin use some clearly identifiable letters to communicate meaning, representing initial sounds correctly.  **Handwriting**  To be able to show a dominant hand.  To be able to make anticlockwise movements and trace vertical lines.  **Composition**  To be able to give meaning to the marks they make.  To use talk to organise, sequence and clarify thinking.  **Grammar**  To use pronouns correctly. | **Spelling**  To begin to hear sounds in words, recording the sounds I hear in order.  To use some clearly identifiable letters to communicate meaning.  **Handwriting**  To be able to form recognisable letters.  **Composition**  To be able to record my own name.  To be able to record labels, by recording the sounds I hear in words.  To be able to orally construct a sentence with support.  To create my own narrative or explanation by connecting ideas.  **Grammar**  To be able to ask questions of my peers.  To be able to use a range of tenses when talking (e.g. play, playing, played). | | **Spelling**  To begin to use their phonic knowledge to write words in  ways which match their spoken sounds  To model the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.  To hear vowel digraphs which have been taught in words and be able to find the graphemes which represents them with support.  To be able to spell harder to spell words that have been taught correctly.  **Handwriting**  To demonstrate an effective pencil grip allowing children to form recognisable letters.  **Composition**  With support, to orally construct simple sentences that they wish to record.  Attempts to write short sentences in meaningful contexts.  **Grammar**  To begin to use past, present and future forms accurately when talking about events that have happened or are to happen in the future. | | **Spelling**  To confidently link sounds to letters, naming and sounding the letters of the alphabet.  To begin to be able to spell some words correctly and others are phonetically plausible.  To hear vowel digraphs which have been taught in words and be able to find the graphemes which represents them with growing independence.  To be able to spell harder to spell words that have been taught correctly.  **Handwriting**  To demonstrate an effective pencil grip allowing children to form recognisable letters. most of which are correctly formed  **Composition**  To independently orally construct a sentence before writing.  To begin to use a range of connectives in talk, when joining  sentences together.  To begin write simple sentences that can be read by themselves and others, with support.  **Grammar**  To begin to use past, present and future forms accurately when talking about events that have happened or are to happen in the future. | | **Spelling**  To use their phonic knowledge to write words in ways which match their spoken sounds.  To be able to spell some words correctly and others are phonetically plausible.  To begin to spell regular words with more than 1 syllable.  To hear vowel digraphs which have been taught in words and be able to find the graphemes which represents them independently.  To be able to spell harder to spell words that have been taught correctly.  **Handwriting**  To demonstrate the correct pencil grip allowing children to form recognisable letters. most of which are correctly formed  **Composition**  To begin to be able to talk about what they will write about before writing it.  To use a range of connectives taught in talk, when joining sentences together, which they begin to use in writing.  To write simple sentences that can be read by themselves and others, with growing independence.  **Grammar**  To begin to identify full stops.  To begin to leave space between words.  To be exposed to and have modelled to them the use of capital letters at the beginning of sentences. | | **Spelling**  To use their phonic knowledge to write words in ways which match their spoken sounds.  To be able to spell some words correctly and others are phonetically plausible.  To begin to spell regular words with more than 1 syllable.  To hear vowel digraphs which have been taught in words and be able to find the graphemes which represents them independently.  To be able to spell harder to spell words that have been taught correctly.  **Handwriting**  They hold paper in position and use their preferred hand for writing, using a correct pencil grip and correct formation.  To begin to be able to write on lines and control letter size.  **Composition**  To begin to be able to talk about what they will write about before writing it.  To use a range of connectives taught in talk, when joining sentences together, which they begin to use in writing.  To write simple sentences that can be read by themselves and others, independently.  **Grammar**  To begin to identify and use full stops  To begin to leave space between words.  To be exposed to and have modelled to them the use of capital letters at the beginning of sentences. | |
| **Reading** | | **Word Recognition**  To be able to link sounds to graphemes learnt.  To be able to orally blend words.  **Comprehension**  To be able to listen and enjoy a range of books in a small group. | **Word Recognition**  To be able to segment the sounds in simple words and blend them together.  To be able to recognise that some graphemes join together to make an alternative sound (digraph).  To be able to link digraphs learnt to the sound they make.  **Comprehension**  To be able to listen and enjoy a range of books in class group.  To understand that information can be retrieved from books. | | **Word Recognition**  To be able to read some harder to read words.  To be able to use phonic knowledge to decode regular words and read them aloud accurately.  To begin to read simple sentences using the sounds and harder to read words learnt.  To be able to recognise that some graphemes join together to make an alternative sound (digraph/trigraph).  To be able to link digraphs and trigraphs learnt to the sound they make.  **Comprehension**  To begin to demonstrate an understanding when talking with others about what they have read.  To be able to join in with familiar repeated phrases. | | **Word Recognition**  To be able to read some harder to read words.  To be able to use phonic knowledge to decode regular words and read them aloud accurately.  To begin to read simple sentences using the sounds and harder to read words learnt.  To be able to recognise that some graphemes join together to make an alternative sound (digraph/trigraph).  To be able to link digraphs and trigraphs learnt to the sound they make.  **Comprehension**  To begin to demonstrate an understanding when talking with others about what they have read.  To be able to join in with familiar repeated phrases.  To be able to use vocabulary and forms of speech that are increasingly influenced by their experiences of books (tier 2 words). | | **Word Recognition**  To be able to read words of one or more syllables with growing impendence.  To be able to read many harder to read words learnt.  To be able to read sentences with the sounds and harder to read words learnt.  They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.  **Comprehension**  To be able to describe the main events in the simple stories they have read.  To be able to sequence a story into the 3 main parts (beginning, middle and end).  To begin to answer how questions.  To be able to express views about characters.  To begin to predict key events. | | **Word Recognition**  To be able to read words of one or more syllables with growing impendence.  To be able to read many harder to read words learnt.  To be able to read sentences with the sounds and harder to read words learnt.  They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary  **Comprehension**  To be able to describe the main events in the simple stories they have read.  To be able to sequence a story into the 5 key parts of the story (beginning, build up, climax, resolution and ending).  To begin to answer why and how questions.  To be able to express views about events and characters.  To predict key events. | |
| **Writing Text** | |  |  | | The Great Race | | The Naughty Bus by Jan and Jerry Oke. | |  | |  | |
| **UTW**  **(Understanding The World)** | | **To be able to talk about myself, my friends and my school.**  To be able to tell you my name, my age and where I live.  To be able to tell you my likes and dislikes.  To be able to talk about who is in my family.  I can talk about my classroom and what I do at school.  I can talk about how I get to school.  I can talk about the friends I’ve made at school. | **To be able to understand the effect of changing seasons on the natural world around them.**  To be able to identify that it is Autumn and how we know this. | | **To be able to name different types of houses and buildings**.  To talk about people who live in their house.  To be able to talk about the place where they live.  To be able to recognise different types of houses.  To be able to recognise similarities and differences between life in this country and life in other countries.  **To be able to understand the effect of changing seasons on the natural world around them.**  To be able to identify that it is Winter and how we know this. | | **To be able to talk about familiar situations in the past.**  To be able to identify forms of transport.  To be able to identify how I travel to school.  To be able to talk about how transport is different now to in the past.  To be able to order events using basic chronology.  To be able to recognise that things happened before they were born.  . | | **To recognise that environments are different from one in which they live.**  Vocabulary to name features of the world both natural and man-made.  Teach children about a range of environments both local and national.  **Describe what they see hear and feel outside.**  Observe the natural world.  Name and describe plants they are likely to see.  Name and describe animals they are likely to see.  **To be able to understand the effect of changing seasons on the natural world around them.**  To be able to identify that it is Spring and how we know this | | **To be able to understand the effect of changing seasons on the natural world around them.**  To be able to identify that it is Summer and how we know this. | |
| **EAD**  **Expressive, Arts and Design**  **(Art and DT)** | | * To be able to construct and build with familiar materials. * To use joining techniques using slots and grooves. | To be able to construct and build with a range of materials.  To be able to use joining techniques using glue. | | To be able to construct and build with a purpose and design in mind; using a range of materials.  To be able to share resources and ideas when building, working collaboratively.  To be able to use joining techniques using masking tape. | | To be able to construct and build with a purpose in mind, thinking of solutions to problems that they need to overcome.  To be able to share skills with their peers to support each other to over come any problems when building.  To be able to use joining techniques using tabs and flanges. | | To be able to use colour mixing techniques with support, to make the colours they see and want to represent.  To use joining techniques using ties and pins.  To be able to talk about the colour, shapes and textures in the natural world. | | To be able to construct and build with a design in mind, reflecting if they have achieved their aims.  To be able to use colour mixing techniques independently, to make the colours they see and want to represent.  To use a range of joining techniques in construction. | |
| **Music** | | * To be able to hum or sing a simple phrase. * To be able to participate in call and response songs. | To be able to listen attentively to music, discussing changes and patterns as the music develops.  To be able to understand the words melody and pitch.  To begin to be able to follow the melody and match the pitch of a simple song.  \*To be able to attend a pantomime\* | | To be able to attentively to music from across the globe, discussing changes and patterns as the music develops.  To participate in movement and listening games.  To be able to move to music with a pulse, changing movements to match the music. | | To be able to keep a steady beat.  To be able to tap the rhythm of accompanying words. | | To be able to create their own music, using a range on instruments.    To be able to replicate choreographed dances. | | To be able to use the language pitch and melody to describe music they listen to.  To be able to create their own dances to a familiar or popular song.  To be able to engage with music making and dance performance.  \*To be able to visit a live performance\* | |
| **EAD objectives developed and explored throughout Continuous provision** | | To be able to use a wide range of costumes and props in their play.  To be able to decide a role to play and negotiate and solve problems when fulfilling this.  To be able to sing a range of simple songs in a group or individually. | | | | | | | | | | |
| **RE** | |  |  | |  | |  | |  | |  | |
| **Computing** | |  |  | |  | |  | |  | |  | |