



EYFS Long Term Curriculum Map

Early Years Vision Statement

This is a safe place for children to learn and grow; they are treasured and valued as individuals whose feelings, thoughts and beliefs are important and heard. The children in our care are all special and unique, this is shared and celebrated in our class. We encourage each other and kindness is at the forefront of all we do. Children learn how they can serve each other and the wider world through the respectful and thoughtful choices and actions. We instil positive learning behaviours by acknowledging every child's efforts and achievements. Our curriculum sparks children's curiosity and fosters a sense of awe and wonder. The teaching and provision evolves to reflect our children and their interests. We know children learn best through play, and therefore believe that direct teaching needs to be playful to reflect the joyful nature of learning. Our classroom is full of laughter and fun. We talk and share, we test and solve.

Characteristics of Effective Learning & Our School Ethos

Grow	Care	Serve	Share
 Be your best A 'can do' attitude Show resilience	 Be Kind Make kind choices Say kind words	 Be Respectful Listen to others Help our world	 Be a team Work together Help others

Autumn Term Identity and Diversity 'We are all special'	Spring Term Social Justice and Equity 'Our World'	Summer Term Sustainable Development 'Creatures Great & Small'
Core stories  <p>Autumn 1 Themes: All about me, My feeling, My family, Harvest</p>  <p>Autumn 2 Themes: Autumn, Bears, Christmas</p>	Core stories  <p>Spring 3 Themes: Story making, Real Life Superheroes & community</p>  <p>Spring 4 Themes: Community, Spring New Life Eggs</p>	Core stories 

A number of other texts including non-fiction books will be read to children and shared. Children will have a minimum of two stories read to them per day.

Key Topic Knowledge and Skills

Knowledge 1. Who am I? What makes me 'me'? What makes me special? Developing an understanding of self. 2. How are we the same and how are we different? Developing an understanding of others. 3. What are our school values and what are our class values? Developing an understanding of what these mean and how we show these in our day-to-day lives. 4. How do we look after ourselves? Developing an understanding of healthy eating & habits (oral health), movement and self-care.	Knowledge: 1. What do people do? Developing an understanding of people's jobs and how they support us in our lives. Focus: police, medical, council and services, politicians, farmers + food supply including food shops, teachers. 2. What did people do before? Developing an understanding of how roles have changed. 3. What will you be when you grow up? Developing an understanding of broad life options (expand and challenge children's assumptions about which careers might be for which people). 4. My body, what is a skeleton? Develop an understanding of how the body works.	Knowledge: 1. Plants: what do plants need to grow? Why do we need plants? Developing a scientific understanding of plant-life. 2. Living things including minibeasts, especially bees -What creatures live in different habitats? Developing an understanding of different creatures and their habitats, and to care for them. 3. Where does food come from? Developing an understanding of food cycle and an understanding of healthy and sustainable eating. 4. Developing an understanding of environmental responsibility.
Skills: 1. Begins to talk about own needs, wants, beliefs and opinions with support.	Skills: 1. Talking about their own needs, wants, beliefs and opinions and listening to the ideas of others.	Skills: 1. Looking closely at similarities, differences, patterns and change - investigating and making observations, starting to



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2. Talks about themselves positively, talking about their abilities. 3. Beginning to express own ideas. 4. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events 5. Shows growing independence in self-care and talks about ways to stay healthy.	2. Using talk to connect ideas and explain what is happening, and recalling and reliving past experience. 3. Beginning to express own ideas and opinions and listening to the ideas of others.	classify. 2. Talking about their own opinions and listening to the ideas of others, concentrating for a sustained period. 3. Explaining own knowledge and understanding, and asking appropriate questions of others
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Prime Area - Communication & Language Intent

We strive to help each child become a skilful communicator, with a rich vocabulary, who can listen attentively and use language to imagine, create and connect with others and the world around them. Our Reception classroom provides many planned and spontaneous opportunities for children to talk, share and develop their communication and language skills across each area of the curriculum. We believe that every child's voice is important and should be heard. The adults use their expertise to engage children in rich conversations, enhancing play and developing children's communication skills.

Communication & language will develop throughout the year in our classroom through high quality speaking and listening interactions, daily partner and group discussions, circle time, RE/PSHE sessions, story sessions, singing, speech and language interventions, assemblies.

Skill Progression - Communication & Language

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Circle times with settling in activities and carpet times. Whole class story time Nursery rhymes/songs. Reflective times – Mindfulness activities e.g. relax kids and PSED teaching. Phase 1 Listening games Begin to listen to songs and pick up some words	Engaging in active story sessions. Re-telling familiar stories Learn new vocabulary in different contexts. Describe familiar feelings, experiences and events during circle time. Nativity performance songs Be able to join in and sing some of our class's favourite songs.	To ask questions to find out more & make links with prior learning. Engage in books, including non-fiction books. Articulate their ideas, thoughts and feelings. Understand how to listen carefully	Sustained listening in a range of contexts, including assemblies. Use new vocabulary during class inputs and in their play Retell a story accurately with some learned vocabulary Use modeled vocabulary in a range of contexts.	Develop story language both when writing and in their play. Use language to help organise thinking and solve problems. Use new vocabulary in different contexts. Connect ideas using a range of connectives.	To have conversations with adults and peers with back and forth exchanges. To follow instructions and conversations during assemblies without pictures or props and be able to talk about them. Offer explanations for why things might happen, making use of new vocab. Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses.

Speaking – Learning objectives







Autumn	Spring	Summer
<ul style="list-style-type: none"> I am learning to extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words I am learning to ask questions to find out more and to check they understand what has been said to them. I am learning to use language to imagine and recreate roles and experiences in play situations. I am learning to use my phonic knowledge by clearly pronouncing some of the sounds within words <ul style="list-style-type: none"> I am learning to project my voice in a small room 	<ul style="list-style-type: none"> I am learning to use my phonic knowledge clearly pronouncing all of the phase 2 sounds within words I am learning to use new vocabulary within a range of new situations and experiences within context I am learning to talk about a linked theme and intention I am learning to answer questions I am learning to present, my thoughts and ideas to my class speaking clearly 	<ul style="list-style-type: none"> I am learning to use prepositions such as first, second in a sentence I am learning to use an adjective within a sentence I am learning to use my phonic knowledge clearly pronouncing all of the phase 3 sounds within words I am learning to use vocabulary within poems I am learning to present formally to a group of people beyond my class



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Understanding- Learning Objectives		
<ul style="list-style-type: none"> • I am learning to understand and answer questions related to stories I have listened to • I am learning to demonstrate my understanding to questions by giving an explanation • I am learning to understand simple humour 	<ul style="list-style-type: none"> • I am learning to understand a spoken instruction without stopping what I am doing to look at the speaker • I am learning to respond to the idea of others • I am learning to understand instructions containing sequencing words; 'first... after... last 	<ul style="list-style-type: none"> • I am learning to understand more complex language with adjectives and abstract concepts: soft, hard & smooth. • I am learning to understand and express my views about concepts and characters in a story • I am learning to listen to another persons point of view and respond
Listening & Attention – Learning Objectives		
<ul style="list-style-type: none"> • I am learning to understand the useful parts of my body that helps me to listen • I am learning to listen to someone else and respond to them appropriately 	<ul style="list-style-type: none"> • I am learning to listen and do during adult led activities • I am learning to understand that keeping my body in one place will support me to listen 	<ul style="list-style-type: none"> • I am learning to understand that I can think about what someone else is saying whilst actively listening • I am learning to listen and do in a range of situations with a range of people which varies in accordance to the demands of a task
Social Communication – Learning Objectives		
<ul style="list-style-type: none"> • I am learning to choose my own friends • I am learning to debate my point of view when others disagree • I am learning to use social phrases 	<ul style="list-style-type: none"> • I am learning to initiate a conversation about something I have just learned • I am learning to accept another's point of view 	<ul style="list-style-type: none"> • I am learning to language to find out information and discuss my thoughts • I am learning to explain my own knowledge and understanding and ask appropriate questions of others.
Prime Area - Personal Social &Emotional Development Intent		
<p>In our Reception classroom we want every child to feel special, loved and cherished. We strongly believe that each child can, and will, flourish at school, if they feel happy and safe. Therefore, establishing positive and trusting relationships with our children is key in our class. We use positive behaviour management, stories and scenarios to help children to grow in confidence, self-awareness and respect for others. We also implement the scheme, Jigsaw, our school ethos and Thrive to help nurture children and give them the skills and knowledge they need to flourish in our social environment.</p>		

Jigsaw Overview

Term 1 Being Me in My World	Term 2 Celebrating Difference	Term 3 Dreams and Goals	Term 4 Relationships	Term 5 Healthy Me	Term 6 Changing Me
 Being Me in My World	 Celebrating Difference	 Dreams & Goals	 Relationships	 Healthy Me	 Changing Me
In this Puzzle (unit), the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle	In this Puzzle (unit) children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind	In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about	In this Puzzle children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and function of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that



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hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.	friend and how to stand up for themselves if someone says or does something unkind to them.		Jigsaw's 'Calm Me' and how they can use this when feeling upset or angry.	approached by someone they don't know.	sharing these can help. They also consider the role that memories can have in managing change.
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Self-regulation

Self-regulation will develop over the year; children will work towards simple targets with the support and nurture of our Early Years Team. Children will develop the ability to be patient and wait their turn, or for what they want. They will gradually control their immediate impulses when appropriate. They will give attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. At the end of the year children will be able 'to show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly'. (ELG)

Managing self

Through Reception class children will work towards being more confident to try new and challenging activities. They will develop and show independence, resilience and perseverance in the face of challenge. They will be able to explain the reasons for our school rules, know what our 'Grow, Care, Serve, Share' ethos is and why it is important that we behave according to these four core values. They will also manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy choices in regards to diet, exercise, hygiene, staying safe and sleep patterns.

Building Relationships

Throughout the year children will work towards forming positive relationships with the adults and friendships with their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Through numerous opportunities both planned and through play, children will develop key teamwork skills and begin to show the ability to work collaboratively in a range of ways.

Prime Area - Physical Development Intent

At Bathford Church School, we believe that all children should have access to a high quality, progressive physical education curriculum that inspires and engages all pupils to succeed and excel in physical activity. Through the delivery of a progressive and varied physical education curriculum, varied opportunities for play and elements of competition, we hope all children will become physically confident and competent whilst being motivated to achieve their personal best. We strive to equip children with the necessary skills, knowledge and range of physical experiences to motivate them to lead lifelong, active and healthy lifestyles. Our physical education curriculum is carefully planned to include a range of activities that allow children to develop and apply a broad range of skills, with appropriate provision to support a range of learning needs and abilities. At Bathford, we seek to provide opportunities for children to participate in competitive and non-competitive activities that build character and embed our school values of 'Grow, Care, Serve, Share'.

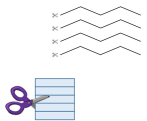



Skill Progression- Core Gross Motor Skills

Autumn	Spring	Summer
<ul style="list-style-type: none"> • I am learning to climb skilfully • I am learning to balance on a wide beam and pick up a bean bag • I am learning to hold my left or right hand up with cues • I am learning to complete an obstacle course and describe what I am doing under/over/through/behind/in front of. • I am learning to skip on alternative feet • I am learning to stand stationary and balance a bean bag on my head • To begin to work within a group cooperatively. 	<ul style="list-style-type: none"> • I am learning to bat a ball • I am learning to balance on a narrow beam and pick up a bean bag • I am learning to lift my right or left hand up when asked independently • I am learning to repeat motor patterns of letters with my eyes closed • I am learning to follow directions from an adult • I am learning to repeat patterns of hopping and jumping 	<ul style="list-style-type: none"> • I am learning to follow directions on a map • I am learning to walk on a beam with a bean bag balanced on my head • I am learning to hopscotch • I am learning to recognise forms and objects as the same in various situations.

Skill progression – Fine motor



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<ul style="list-style-type: none"> • I am learning to use tweezers to transport items. • I am learning to copy letters • I am learning to use palm of my hand and my fingers to make medium sized shapes. • I am learning to use tools to cut dough, mostly in linear fashion. • I am learning to hold scissors correctly with support and make snips in paper. • I am learning to use scissors to cut through thicker materials such as card, cardboard & playdough develop strength. • I am using a tripod grip when using mark making tools • I am learning to form letters • I am learning to hold my knife and fork with support • I am learning to cut straight lines and zigzag lines. 	<ul style="list-style-type: none"> • I am learning to use anticlockwise movement and retrace vertical lines • I am learning to write my name • I am learning to write numbers 1-5 • I am learning to make sculptures with many shapes • I am learning to cut along a curved line. Their cut line should not be wider than 1cm. • I am learning to cut out a range of squares (and with sides measuring as small as 8cm). The cut line should not be wider than 1cm.  	<p>I am learning to Use fingers and thumb to make smaller, complex shape (spikes, horns)</p> <p>I am learning to write in structured activities where I am guided to draw write or copy.</p> <p>I am learning to use a dynamic tripod grasp</p> <p>I am learning to write numerals 5-20</p> <p>I am learning to cut out a range of triangles and circles.</p> <p>I am learning to cut out a range of large, simple shapes.</p> 
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Skill progression – Health & Wellbeing

<p>I am learning to recognise my own strengths and things I find difficult</p> <p>I am learning to sort healthy and unhealthy foods into categories</p> <p>I am learning about the importance of vitamins and minerals</p> <p>I am learning about regular visits to the dentist and when I should be brushing my teeth</p> <p>I am learning how to keep my body clean and tidy</p>	<p>I am learning to communicate freely about my community</p> <p>I am learning to describe myself positively to others and talk about my strengths and abilities</p> <p>I am learning to think about others perspectives and communicate my views</p>	<p>I am learning to recognise my peer's strengths and talk to them positively about what I have noticed</p> <p>I am learning to set my own learning goals, make my own choice: and persevere when challenge occurs</p> <p>I am learning to identify mistakes of others and offer strategies to support their resilience</p>
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Specific area - Literacy Intent

We help our children to grow by prioritising reading across the curriculum for every child because without reading children cannot learn to the full. We aim to foster a love of reading and storytelling and for reading to inspire curiosity, wonder and imagination. Through reading our pupils have the opportunity to grow culturally, emotionally, intellectually, socially and spiritually. Our curriculum teaches core reading strategies, both in word reading and in reading comprehension, through well planned and sequenced lessons that build on prior knowledge over time.

In Reception class, opportunities to read and write through play are weaved into all areas of our curriculum. We know that children's progress in Literacy relies heavily on a secure foundation in the prime areas, especially communication and language. Therefore, we carefully plan the teaching of literacy to ensure the continued development of communication & language. We help our children to become strong readers and writers with the provision of daily phonics. The development of our children's phonic knowledge provides the building blocks of early reading and writing. We want all of our children to become passionate readers. We foster reading in class by sharing whole class stories at least twice a day, creating characters for the children to engage with, introducing schemes and giving each child individual opportunities to read with an adult each week.

Skill Progression-Comprehension



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<p>To use pictures to tell stories.</p> <p>To sequence familiar stories.</p> <p>To name different parts of a book.</p> <p>To independently look at books, holding them the correct way and turning pages.</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to answer questions about the stories read to them.</p> <p>To sequence familiar stories and retell them.</p> <p>To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes.</p> <p>To begin making suggestions about how a story might end.</p>	<p>To act out stories showing an understanding of some sequences of events.</p> <p>To retell a story, demonstrating understanding of key themes.</p> <p>To begin to predict what may happen in the story.</p> <p>To clearly express ideas on how a story might end.</p>	<p>To retell a story accurately and apply linked vocabulary.</p> <p>To follow a story without pictures or props.</p> <p>To talk about the characters in the books they are reading.</p> <p>I am learning to draw pictures of characters/ event / setting in a story.</p> <p>I am learning to talk about what happens and why they occur.</p> <p>I am learning to represent their own ideas, thoughts & feelings through role play & stories</p>	<p>I am learning to use story language when acting out a narrative.</p> <p>I am learning to draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>I am learning to develop their own narratives and explanations by connecting ideas or events</p>	<p>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. (ELG)</p> <p>To answer questions about what they have read.</p> <p>To listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>To retell stories and use similar story telling language when beginning to invent own storylines.</p>
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Skill Progression-Word Reading & Phonics Little Wandle Letters and Sounds Revised

Autumn 1 Phonics	Autumn 2 Phonics	Spring 1 Phonics	Spring 2 Phonics	Summer 1 Phonics	Summer 2 Phonics
<p>Little Wandle Letters and Sounds Revised</p> <p>To begin to learn the alphabetic code – starting with Phase 2 GPC's (s a t p l n m d g o c k c k e u r h b f l)</p> <p>Reading</p> <p>To practise first phonemes learnt, to orally segment and blend, to practise reading CVC words and tricky words. To recognise their name</p> <p>To take some interest in the written word in their school environment.</p> <p>To recite parts of familiar stories and listening to stories with attention and recall.</p> <p>Home learning -Children to receive the Little Wandle decodable book which they have practised reading in</p>	<p>Little Wandle Letters and Sounds Revised</p> <p>To continue to read words by sound blending. Introduce digraphs (two letters one sound) Phase 2 GPC's (ff, ll, ss, j v w x y z zz qu sh th ch ng nk) Plus words ending with (s/z) plural</p> <p>To recognise taught Phase 2 Tricky Words.</p> <p>Reading</p> <p>To read graphemes by saying the sounds for them. Blend these sounds into words. To read print left to right.</p> <p>To be able to identify digraphs</p>	<p>Little Wandle Letters and Sounds Revised</p> <p>Begin to learn more digraphs and introduced to trigraphs (three letters one sound) Phase 3 GPC's (ai ee igh oa oo oo ar or ur ow oi ear air er) Plus learn words with double letters i.e., dd mm tt and longer words such ladder and carpet.</p> <p>Reading</p> <p>To read simple phrases and sentences with increased fluency and some expression.</p> <p>To show an increasing ability to recognise words and identify tricky words.</p> <p>To be able to identify digraphs and</p>	<p>Little Wandle Letters and Sounds Revised</p> <p>Review of all Phase 3 phonemes and tricky words. Plus, plural, longer words, double letters and words with two or more digraphs/trigraphs.</p> <p>Reading</p> <p>To read sentences containing tricky words, digraphs and some trigraphs.</p> <p>To read non-fiction and story texts.</p> <p>To show greater fluency and</p>	<p>Little Wandle Letters and Sounds Revised</p> <p>Begin Phase 4 – learn words with short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC Longer and compound words. Root words ending with ed, ing. Plus learn more tricky words.</p> <p>To read longer sentences containing Phase 4 words and Tricky Words.</p> <p>Reading</p> <p>To read sentences in books (matching their phonics ability) with greater fluency</p>	<p>Little Wandle Letters and Sounds Revised</p> <p>Continue Phase 4 – learn words with long vowel spellings CVCC, CCVC, CCVCC, CCCVC, CCCVCC. Phase 4 words with s and es. Root words ending with ed and ing, plus words ending with er/est longer words.</p> <p>To read longer sentences containing Phase 4 words and Tricky Words.</p> <p>Reading</p> <p>To read sentences with fluency. To read CVCC and CCVC words confidently.</p> <p>Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG)</p>



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school.	in words To begin reading simple captions with support.	trigraphs in words.	some growing expression. To show understanding of what they have read.	and expression. To be able to read a greater range of taught tricky words.	
Children to also receive share books and library books to explore storyline, character and vocabulary. These are used to promote a love of reading.					

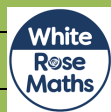


Skill Progression-Writing

Attempt name writing and some initial sounds, familiar to them.	Writing CVC words.	Caption Writing and Tricky Words.	Simple sentences.	Writing simple sentences with independence.	Writing simple sentences and phrases that can be read by others. (ELG)
To give meanings to the marks they make.	To write their name.	To form some lower- case letters correctly.	To form some lower-case letters correctly, and begin to practise capital letters.	To form most lower- case letters correctly.	Using correct letter formation. Write recognisable letters, most of which are correctly formed. (ELG)
To copy taught letters and attempt to write initial sounds that they can hear in their play.	To practise the correct letter formation of taught letters with support.	To write captions.	To write sentences with support, using finger spaces and showing growing awareness of capitals and full stops.	To begin to write longer words which are spelt phonetically.	Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)
To begin to hear sounds in CVC words using taught sounds and write with support.	To attempt to write words and labels using taught sounds.	To begin to write simple sentences with support trying to apply finger spaces.	To spell some taught tricky words correctly.	To begin to use capital letters at the start of a sentence more independently.	To begin to write longer words and compound words which are spelt phonetically.
	To begin to write simple captions using taught sounds with adult support.	To spell words using taught sounds.	To spell phonetically plausibly, demonstrating phonic knowledge.	To spell some taught tricky words correctly.	To write sentences using a capital letter, finger space and full stop.
		To spell some taught tricky words correctly. 	To begin to read their work back.	To read their work back.	To spell some taught tricky words correctly. To read their work back and check it makes sense

Specific area - Mathematics Intent

Mathematics is taught in Reception with an emphasis on the key skills of number, calculation and shape, space and measure. Our children learn through a combination of whole class teaching, adult led group games and rich play provision in our environment. We follow a mastery approach for our teaching and learning of mathematics. Mastery learning breaks subject matter and learning content into units with clearly specified objectives. By using a range of strategies, we help children develop a deep and secure knowledge of maths. At Bathford we work through blocks of learning as set out in the White Rose Maths Schemes of Learning, in a series of small sequential steps, with teachers adapting lessons to meet the needs of their children. The expectation is that all children will master each step. Some children may take longer to grasp concepts, requiring careful scaffolding and extra support. This may be through guided groups, same day catch-up or intervention groups. Other children may grasp the material taught more rapidly, so suitable challenge is provided for these children to explore and apply their understanding to a deeper level.



Skill Progression-Number & Space, Space & Measure

Autumn Terms	Spring Terms		Summer Terms	
Match, sort and compare	Alive in 5!	Building 9 and 10	To 20 and Beyond	Find my Pattern
Step 1 Match objects Step 2 Match pictures and objects Step 3 Identify a set	To compare numbers to 5 using a range of representations and resources to compare quantities.	To compare numbers to 10 – Continue to make comparisons by lining items up with 1 to 1 correspondence.	Counting patterns beyond 10 - To count on and back beyond 10. To be able to count on and	To learn about doubling – Learn that double means 'twice as many'. Use real objects and



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<p>Step 4 Sort objects to a type</p> <p>Step 5 Explore sorting techniques</p> <p>Step 6 Create sorting rules</p> <p>Step 7 Compare amounts</p> <p>Talk about measure and pattern</p> <p>Step 1 Compare size</p> <p>Step 2 Compare mass</p> <p>Step 3 Compare capacity</p> <p>Step 4 Explore simple patterns</p> <p>Step 5 Copy and continue simple patterns</p> <p>Step 6 Create simple patterns</p> <p>It's me 1, 2, 3</p> <p>Step 1 Find 1, 2 and 3</p> <p>Step 2 Subitise 1, 2 and 3</p> <p>Step 3 Represent 1, 2 and 3</p> <p>Step 4 1 more</p> <p>Step 5 1 less</p> <p>Step 6 Composition of 1, 2 and 3</p> <p>Circles and triangles</p> <p>Step 1 Identify and name circles and triangles</p> <p>Step 2 Compare circles and triangles</p> <p>Step 3 Shapes in the environment</p> <p>Step 4 Describe position</p> <p>1,2,3,4,5</p> <p>Step 1 Find 4 and 5</p> <p>Step 2 Subitise 4 and 5</p> <p>Step 3 Represent 4 and 5</p> <p>Step 4 1 more</p> <p>Step 5 1 less</p> <p>Step 6 Composition of 4 and 5</p> <p>Step 7 Composition of 1-5</p> <p>Shapes with 4 sides</p> <p>Step 1 Identify and name shapes with 4 sides</p> <p>Step 2 Combine shapes with 4 sides</p> <p>Step 3 Shapes in the environment</p> <p>Step 4 My day and night</p>	<p>Growing 6,7,8</p> <p>Order and compare representations, noticing one more/less patterns as they count on and back to 8.</p> <p>To practise number recognition from 0-10</p> <p>To subitise to 5 confidently.</p> <p>To make pairs, finding matching pairs and to understand a pair is two.</p> <p>To match the number to quantity within 10.</p> <p>To count to 20 independently and back with support.</p> <p>To count objects to 10 confidently.</p> <p>To compare quantities to 8</p> <p>To begin to understand the different between odd and even.</p> <p>To combine two groups of objects with confidence up to 8.</p>	<p>To recognise numbers 0-10 confidently and begin to recognise teen numbers.</p> <p>To explore the composition of 9 and 10</p> <p>To practise number bonds to 10.</p> <p>To know addition facts to make 5.</p> <p>To find one more/less of numbers to 10.</p> <p>To estimate a number of objects.</p> <p>To count to 20 and back using a number line as a prompt.</p> <p>To explore odd and even numbers</p> <p>To order numbers to 10</p> <p>To count back from 10</p> <p>To combine two groups of objects</p> <p>To take away objects and count how many are left</p> <p>To find the missing number</p>	<p>back from different starting points and be able to say what comes before or after a given number.</p> <p>To recognise numbers 0-10 and beyond.</p> <p>To recognise numbers</p> <p>To revise number bonds to 5 and 10.</p> <p>To explore how to make numbers above ten using tens and ones.</p> <p>To match the number to quantity up to 20.</p> <p>To add numbers</p> <p>To subtract numbers</p> <p>To find the missing number</p> <p>To order numbers to 20</p> <p>To sequence numbers e.g. 13, 15, 19</p> <p>To find the missing number in an addition and subtraction sentence problem.</p>	<p>mathematical equipment to build doubles.</p> <p>To share and group objects, to practise sharing between their friends fairly.</p> <p>To explore and make equal groups.</p> <p>Even and Odd – To understand that some quantities will share equally into 2 groups, and some will not.</p> <p>To solve simple number problems</p> <p>To recap the composition of each number to 10</p> <p>To know addition and subtraction facts to 10</p> <p>To know doubling facts</p> <p>To count to 30 and beginning to count higher.</p>
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Specific area – Understanding the World Intent

We realise that young children are naturally curious and passionate about learning; we provide a stimulating UW curriculum that nurtures children's natural curiosity and their on-going intellectual growth. Through a hands on, enquiry-based curriculum, children will experience the joy of having wonderful ideas, exploration and investigation and experience the joy of finding out. Our aim is that these stimulating and challenging experiences help children secure and extend their knowledge, understanding and vocabulary linked to the world around them.

In Reception, the children will develop a strong sense of self and identity. They will be able to observe and talk about the way they are similar and different to their peers and later, other children around the world. The



EYFS Long Term Curriculum Map

children will deepen their knowledge of Christian values and learn about other religions, celebrations and cultures around the world. The children will build on their knowledge of their immediate setting, our local village and learn how it is different to other parts of the world. Throughout the year, stories and focused learning will ensure that children develop a foundation of knowledge about planet earth, the continents and the creatures that live on it. Children will have opportunities to learn about a variety of plant life and living creatures and what we can do to preserve and protect them.

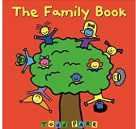



Skill Progression-Understanding the World

Past & Present

Vocabulary - now then today yesterday tomorrow day week long ago old/new parent grandparent lifetime calendar memory remember

<ul style="list-style-type: none"> I am learning to understand past and present from stories and artifacts I am learning to observe and talk about familiar situations in the past – home, school, transport. 	<ul style="list-style-type: none"> I am learning to talk about common themes in historical stories – brave, difficult choices, kindness. I am learning to observe and talk about experiences that they are familiar with that may have been different in the past. 	<p>I am learning to talk about a range of fictional and non-fictional characters from a range of cultures.</p> <p>I am learning to order events based on chronology, recognising that things happened before they were born.</p>
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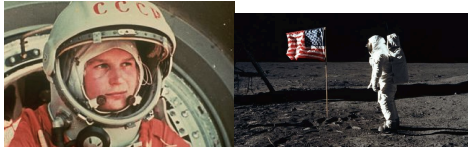

Planned Learning Experiences

<p>Sense of Self Who am I? How am I special? To identify similarities and differences between themselves and peers (making reference to stories read).</p> <p>My Family To talk about members of their immediate family and community. Name and describe people who are familiar to them. Represent these people in various forms, painting, drawing and making</p> 	<p>Remembrance Day To learn about why we mark this as a day of reflection. Discussing conflicts in the past and present.</p>  <p>Bonfire Night To learn about why we celebrate bonfire night & the historical events of November 5th.</p> <p>Christmas To discuss their experiences of Christmas. What are traditions? To talk about the Christmas story and understand how Christians celebrate Christmas.</p>	<p>Space To learn about important events e.g. the first moon landing.</p> <p>Growth To differentiate between past and present by reflecting on time in school and reflecting on previous events in childhood.</p> <p>Time To use everyday language related to time relating to school routines & seasons.</p>  <p>To talk about some similarities and differences between things in the past and present, drawing on experiences/referencing stories read in class.</p>	<p>Mother's Day Reflect on how Mother's Day has been celebrated in the past.</p> <p>Easter To discuss what are traditional Easter celebrations.</p> <p>To reflect on Easter celebrations with family.</p> 	<p>Pirates To learn about Pirates from the past. What was different back then?</p> <p>To explore old and new artifacts and images to learn about how life has changed.</p> <p>Comparisons Talk about their own home and know that there are similarities and differences between themselves and others</p>	<p>Past & Present Comparisons Transport (Linked to Sustainable Development)</p> <p>Reflecting on Reception Year Look back at our year in Reception. Children to look through learning journals, writing books and discuss how much has changed. What have they improved at? What are they proud of?</p> <p>Understand the past through setting characters and events encountered in books read in class and storytelling. (ELG)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)</p>
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Important people & historical figures





EYFS Long Term Curriculum Map

<p>Family Parents, Grandparents, Aunts and Uncles.</p>	<p>WW2 Soldiers</p> <p>Guy Fawkes and King James</p> 	<p>People who help us</p> <p>Niel Armstong – First man on the moon. Valentina Tereshkova – First woman in space</p> 	<p>Mother's Day - Our Mums and Grandmothers</p> <p>The Wildlife Trust</p>	<p>Sir David Attenborough – Linked to sustainability and looking after our planet & it's creatures.</p>  <p>Amelia Earhart – The first lady to fly alone across the Atlantic ocean Annie Londonerry – The first lady to cycle around the world.</p>
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Religious Education



<p>I am learning to understand and develop a positive attitude to places of worship in my community</p>	<p>• I am learning to develop a positive attitude to different family makeup and celebrate the similarities and difference</p> <p>I am learning about the similarities and differences of some key religions</p>	<p>• I am learning to recognise and the different figures within my community that keep me safe</p> <p>• I am learning to discuss the places of worship, celebrations and customs of the key people in my community</p>
<p>Autumn Terms</p> <p>Big Question - Who are we?</p>	<p>Spring Terms</p> <p>Big Question – Why are some times special?</p>	<p>Summer Terms</p> <p>Big Question - How should we live our lives?</p>
<p>Children to discuss who and what is special to them. (People, places, experiences, feelings, stories, objects, beliefs, values)</p> <p>Discuss who and what supports and guides us. (People, experiences, feelings, beliefs, values, ideas)</p> <p>Talk about what makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers)</p> <p>To discuss how stories, prayers, songs, etc. help us understand more about ourselves and ideas of God?</p>	<p>Discuss special times and seasons we can remember. Why were these times special?</p> <p>To learn about why some festivals and celebrations special? Including those festivals celebrated by Christians and Jews.</p> <p>Reflect and discuss how some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives.</p>	<p>Children to consider what they do affects other people</p> <p>Discuss rules and codes of behaviour that help us know what to do.</p> <p>What values are important to us? How can we show them in how we live? (Fairness, honesty, forgiveness, kindness)? Consider some stories from religions and beliefs and the example set by some people show us what to do.</p>

People, Culture and Communities




<p>Festivals</p> <p>Harvest</p> <p>How do we celebrate and why? Trip to the Church</p> <p>Setting - To know the name of the village the school is in and where they live.</p>	<p>Festivals</p> <p>Diwali, Bonfire Night, Christmas</p> <p>Special days</p> <p>To reflect upon days special to us, such as birthdays, weddings, anniversaries.</p> <p>Understand that people have different beliefs and celebrate</p>	<p>Festivals</p> <p>New Year UK & Lunar New Year</p> <p>To learn about New Year in the UK and talk about what we do to celebrate.</p> <p>To learn about Lunar New Year & how it is celebrated around the world.</p> 	<p>Festivals</p> <p>Mothering Sunday & Easter</p>  <p>To understand that people have different beliefs and celebrate special times in different ways.</p>	<p>To make observations of the world around them.</p> <p>To be able to reflect on our local area and what surrounds our school. Drawing simple maps to demonstrate this awareness.</p> <p>To know that there are many countries around the world.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG)</p>
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EYFS Long Term Curriculum Map

<p>To know about features of the immediate environment (and begin to observe some differences with the stories we read in class).</p> <p>Family Explore what makes a family. The varying members of a family unit. Accepting families that are different, referencing Todd Parr's The Family Book.</p>	<p>special times in different ways</p> <p>Hindu festival of Diwali </p> <p>Hanukkah (Judaism)</p> <p>Christmas To learn about why Christmas is so important to Christians. Nativity and the birth of Jesus.</p>	<p>To understand that different people have different places that are special to them.</p> <p>To think about the perspective of others. To know that people in other countries speak different languages</p> <p>To learn about a Christian Church and what special features there are in it.</p> <p>To know how Christians welcome babies to church with Christenings.</p> <p>To reflect on different beliefs and religions. To discuss and ask questions about differences.</p>	<p>To begin to think about how different life is for other people around the world. Reference to our stories, Handa's Surprise and charity events.</p> <p>To know about people who help us within the local community and be able to talk about how they help us.</p> <p>To talk about the lives of the people around us. To talk about ways we can look after and keep others and ourselves safe.</p>	<p>To visit places in our local community and be of service to others.</p> 
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The World- Places

Autumn	Spring	Summer
<p>I am learning about my village and some of the key places it in e.g. school, home, local shop and post office, church etc.</p> <p>I am learning about familiar places in my village on an ariel map.</p> <p>I am learning to draw simple maps to demonstrate my interests and experiences.</p> 	<p>I am starting to consider similarities and differences in my place of living with another town or country of relevance to my class</p> <p>I am learning to identify England on a world map I am learning to draw linear maps to reflect a first-hand journey and experience.</p> <p>I am learning to talk about my maps using some sequencing language and detail.</p> <p>I am learning to draw linear maps of the classroom and school.</p> 	<p>I am learning to use directional words to direct others</p> <p>I am learning to draw and label a map with key features of my school</p>  <p>I am learning to present my ideas about different places in the world and talk about similarities and differences</p> <p>I am learning to create maps to depict my own interests and ideas inspired by stories read in class.</p>

The World – Living things & Experiments



EYFS Long Term Curriculum Map

<ul style="list-style-type: none">• I am using my senses to explore nature• I am learning about my body and the body of some animals and how this is different• I am learning to investigate the seasons and talk about seasonal changes• I am learning to investigate the climate in my country• I am learning to explore how I can test my ideas to affect change of matter	<ul style="list-style-type: none">• I am learning to understand and talk about seasons how this affects plant life• I am learning about my body, the skeleton and key aspects of staying healthy• I am learning about light sources and exploring this through play• I am learning to explain how my ideas made the process of changing states of matter faster or slower• I am learning about eggs and what creatures lay them.	<ul style="list-style-type: none">• I am learning to identify how animals behave during different seasons• I am learning to investigate the effect I can have on the climate, animals and plants• I am learning to predict what my happen to changes of matter, test my ideas and reach a conclusion• I am learning about different types of animals and can talk about some of their similarities and differences.			
<p>Autumn - Use their senses to explore seasonal changes in our environment, through outdoor walks, play, forest school and seasonal stories.</p>  <p>Harvest – To learn about what harvest is and when it happens. To discuss some of the food that is produced and harvested in our country.</p> 	<p>Autumn – Continue to explore autumn through observing changes, relevant stories, artwork and forest school.</p>  <p>Bears – To learn about bears linking to all of our stories. To learn about what kind of animals they are, where they can be found and where they live.</p> 	<p>Spring – Observe and discuss signs of spring. What can we see? What can we hear?</p> <p>To explore states of matter through play. To begin to make links, connecting previous knowledge to new learning.</p> 	<p>Understand the effect of changing seasons on the natural world around them – springtime</p> <p>To help look after some live eggs and chicks.</p> <p>To learn specific terms relating to wildlife e.g. types of animal and some of their features.</p> <p>To learn some basic facts about planet earth and be able to talk about some key features e.g. land/sea, sun, stars and the moon.</p> 	<p>Sea Creatures -To learn about different sea creatures & where they can be found.</p>  <p>To learn about how we can look after our natural environment in relation to our whole school, sustainable development topic.</p> <p>To continue to make links, connecting previous knowledge to new learning.</p> <p>To observe the growth of seeds and talk about changes</p>  <p>To know how to care for growing plants</p>	<p>Mini-beasts -To learn about lifecycles of plants and animals Explore the natural around them, making observations and drawing pictures of animals (insects) and plants. (ELG)</p> 
The World – Technology					
<ul style="list-style-type: none">• I am learning to give consent for my photo and what makes my photo appropriate• I am learning to keep myself safe on all aspects of technology	<ul style="list-style-type: none">• I am learning to be kind to my friends when using technology• I am learning to use a safe part of the internet to play and learn	<ul style="list-style-type: none">• I am learning to manage a device by correctly closing websites or apps and safely turning on and off.• I am learning to input commands using the space bar, backspace, enter			



EYFS Long Term Curriculum Map

<ul style="list-style-type: none"> I am learning to make a floor robot move and follow a route 	<ul style="list-style-type: none"> I am learning to programme a robot with simple instructions I am learning to make choices about the buttons/icons to press, touch or click on when using simple software/hardware 	letters and numbers on a keyboard on any device (including on a tablet)
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Specific area – Expressive Arts & Design Intent

In Reception class, expressive arts and design is interwoven into all areas of our learning and inspired by our stories. Through our stories, children will be able to role-play characters, imagine and re-create their own representations of familiar text. Through our continuous provision, children have free access to a range of artistic materials and resources during their self directed play. We carefully plan and present children with creative opportunities and challenges each week. Children also take part in adult guided creative challenges which will ensure the progression of their knowledge and key skills.

Skill Progression-Expressive Arts & Design







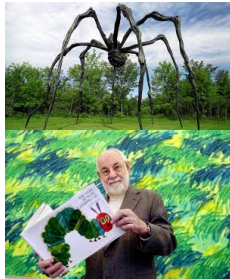
Creating with Materials

<p>Self-portraits – To use a mirror to carefully observe facial features and colours. To select paints to reflect this.</p> <p>To carefully observe features of a face, to be able to represent these with adult guidance.</p> <p>Use natural materials found both indoors and outdoors to create art.</p> <p>Know the primary colours – blue, red and yellow and that they can be mixed to make new colours.</p>	<p>Autumn art – Using autumn leaves and rubbings to create pictures inspired by the story Leaf Man.</p> <p>Bonfire Night – To use pastels, chalks, paint and printing tools to represent fireworks.</p> <p>Bears - To make a selection of artwork with clay, paint, salt dough and collage to represent the different types of bear we have learned about.</p> <p>Using 2D shapes to create abstract artwork inspired by Kandinsky.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p> <p>To know how to work safely and hygienically.</p> <p>To use some cooking techniques with support (spreading, cutting, threading, coring) – Preparing food for the teddy bear picnic</p>	<p>Use a range of materials and techniques such as collage, printing, clay, and junk modelling to create representations of interests and topic inspirations.</p> <p>Origami – To explore how paper can be used and folded to create a different form. Origami linked with Chinese New Year animal.</p> <p>To freely select colours and textures to represent an idea – Linked to our story ‘The Magic Paintbrush’.</p> <p>To begin to create costumes and resources for role-play.</p> <p>To explore materials to build structures indoors and outdoors both independently and collaboratively.</p>	<p>Spring- Create observational drawings of plant life and nature both in the classroom and outside.</p> <p>Sewing- To explore simple stitches with plastic needle and thread with adult support.</p> <p>Easter – Create stain glass crosses linked to RE and inspired by architecture.</p> <p>Colour mixing – To identifying the primary colours and explore secondary colours</p> <p>To share creations and talk about the process.</p> <p>To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins).</p> <p>To make props and costumes for different role-play scenarios.</p> <p>To use some cooking techniques with greater independence (spreading, cutting, threading, coring, mixing, grating)</p>	<p>Colour - To know which prime colours you mix together to make secondary colours.</p> <p>Snail spirals- To plan what they are going to make (sewing, painting, drawing, construction, junk modelling)</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials independently</p> <p>To create observational drawings</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours).</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</p> <p>Share their creations, explaining the process they have used. (ELG)</p> <p>Make use of props and materials when roleplaying characters in narratives and stories. (ELG)</p> <p>To know some similarities and differences between materials</p>
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Artists/Inspirations



EYFS Long Term Curriculum Map

<p>Kandinsky – linked to 2D shape art circles and triangle artwork</p> <p>Andy Goldsworthy–Natural Sculptures and artwork</p> 	 <p>Origami Artists</p> <p>Camiya Satoshi</p> 	<p>Stain glass windows seen in places of worship.</p>  <p>Drawing Real life Chicks – Living egg experience</p>	<p>Gustav Klimt – Tree of life</p> <p>Architects - Spirals</p>   <p>Georgia O'Keefe</p>	<p>Maman Spider Sculpture</p> <p>Louise Bourgeois</p>  <p>Eric Carle Collage</p>
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Being Imaginative and Expressive

I am learning to represent both imaginary and real-life ideas, events, people and objects		I am learning to introduce a story line and narrative to my play		I am learning to play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative	
<p>Join in with familiar nursery rhymes and action songs.</p> <p>Engage in role-play and small world area to invent narratives, alongside their peers or on their own.</p> <p>Learn some new songs with the class.</p>	<p>Dance – Linked to 'Giraffes Can't Dance', watch and talk about dance and expressing their feelings.</p> <p>Children to dance to a range of music.</p> <p>Use role-play, small world and puppets to bring ideas and narratives to life.</p> <p>To perform a song in the Christmas Nativity.</p> <p>To join in with whole school singing assemblies.</p> <p>To begin to build up a repertoire of songs.</p>	<p>Use stories read in class based on our topic to recreate narratives, adapt them and create new ones.</p> <p>To sing and join in with the action songs in class talking about favourite parts.</p> <p>With adult support begin to think of different ways of moving and rehearse to create sequences.</p>	<p>Engage in active story making, inspired by our stories and themes and events in their lives.</p> <p>Join in with helicopter stories and begin to create own narratives with others.</p> <p>With adult support, begin to form sequences as part of a small group, responding to music.</p>	<p>Use traditional tales, characters and settings in their play.</p> <p>Independently find and make resources, props etc. to enhance their ideas and play with peers.</p> <p>To consider music, paying attention to pace, move in time to music.</p> <p>To practise making more expressive dance routines inspired by our stories.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. (ELG)</p> <p>To share creations, talk about process and evaluate their work.</p> <p>To listen to poems and create their own.</p> <p>To create own musical compositions</p> <p>To invent their own narratives, making costumes and resources.</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>

Expressing my ideas through Art & Design



EYFS Long Term Curriculum Map

I am learning to join materials through using a stapler	I am learning to join materials through hole punch and treasury tags	I am learning to join materials through sewing
I am learning to explore printing	I am learning to mix colours for printing	I am learning to trace and rub over different materials
I am learning to name and mix secondary colours with increased independence	I am learning to draw objects from my memory	I am learning to add colour, grades of shade and detail to my drawing
I am learning to include more detail in my drawing of a person	I am learning to explore graded pencils and other mark making materials to make a range of lines and textures.	I am learning to add a narrative to my paintings
I am learning to hold a paintbrush with my fingers and thumb, hand and arm pointing downwards	I am learning to pivot through my wrist and fingers to paint	I am learning to create different effects using a variety of tools such as dots, scratches and splashes
I am learning to add texture and change consistency of my paint		

Music

I am learning to jump or hop to the sound of a beating drum I am learning to sing or rap nursery rhymes and simple songs from memory. I am learning to copy basic rhythm patterns of single words, building to short phrases from the song/s	I am learning to move in time to the pulse of the music I am learning to explore high and low sounds using my voice	I am learning to replicate familiar choreographed dances to music I am learning to Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.
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All about me	Traditional Tales	Around the World	Space	Deep Blue Sea	Minibeasts
Composing: create verses and actions, create rhythms, music based on a theme • Performing: respond with movement, play percussion, copy rhythms, sing and chant • Social: listening, taking turns, communication, work safely • Emotional: talk about feelings, self-control, work independently • Thinking: apply knowledge, copy, create, explore	Composing: creating new verses, creating rhythms, adding sound effects Performing: copy and repeat rhythms, respond with movement, play percussion, so and mi, adding actions, explore dynamics and tempo, Social: take turns, work with others, work safely, respect Emotional: self-control, confidence, independence Thinking: creativity, copying, comprehension	Listening: describe instruments, describe dynamics and tempo, different genres, match sounds, respond with movement Composing: use changes in tempo, body percussion, percussion instruments, working with a partner Performing: copying rhythms, dynamics, tempo, playing percussion, singing call and response, adding actions to singing Social: communication, listening, sharing • Emotional: confidence • Thinking: copy and repeat, creativity, comprehensio	Listening: identify sound of instruments, identify dynamics & tempo, express thoughts & feelings, respond with movement Composing: to a theme, consider dynamics & tempo, explore 3 notes Performing: with a partner, percussion instruments, speak, sing & play, simple melodies, pitch, notes so, mi & la Social: collaboration, communication, kindness, patience, sharing, move safely, respect Emotional: independence, self control, persevere Thinking: comprehension, creativity, copy and repeat	Listening: changes in pitch, respond with movement, describing sounds Composing: exploring instruments and their sound, simple rhythms, simple melodies Performing: following hand signals, steady beat, range of percussion instruments, follow written symbols, call and response, identifying pitch, using different voices Social: collaboration, working safely, respect, sharing Emotional: self-control, understanding thoughts and feelings Thinking: comprehension, creativity	Listening: mark making, respond with movement, recognise similarities & changes in tempo & dynamics, explain preference Composing: new verses, words & actions, sound effects, select instruments, dynamics, tempo Performing: sing, play percussion, dynamics, tempo, repeat rhythms, match words & rhythms, vocal sounds, pitch, add actions Social: work safely, listen, share, collaborate, support Emotional: share feelings, confidence, patience, respect, self-control Thinking: create, copy, comprehension

Assessments



EYFS Long Term Curriculum Map

<p>Reception Baseline Assessment</p> <p>Little Wandle Letters and Sounds Revised assessment</p> <p>Home visits – To welcome parents and child to the school. To share key information about the Reception curriculum and specifically phonics scheme.</p> <p>To discuss transition into school.</p>	<p>Little Wandle Letters and Sounds Revised assessment</p> <p>Summative Assessments Data drop for Trust – on Scholar Pack</p> <p>Summary of progress document to be shared with parents.</p>	<p>Little Wandle Letters and Sounds Revised assessment</p>	<p>Little Wandle Letters and Sounds Revised assessment</p> <p>Parents Evening – To discuss child and their progress.</p>	<p>Little Wandle Letters and Sounds Revised assessment</p>	<p>Little Wandle Letters and Sounds Revised assessment</p> <p>End of year data submitted on Scholar Pack – ELG's</p> <p>End of year report to parents</p>
<p>On-going formative assessment</p> <p>Observations, evidence, staff feedback to inform planning, intervention.</p>					