










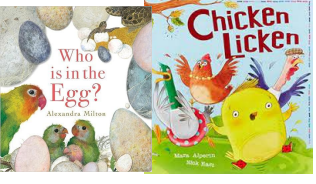
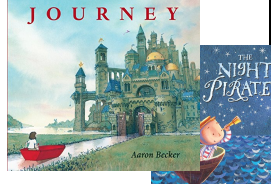

# EYFS Long Term Curriculum Map

## 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 their 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
 <p><b>Be your best</b> A 'can do' attitude Show resilience</p>	 <p><b>Be Kind</b> Make kind choices Say kind words</p>	 <p><b>Be Respectful</b> Listen to others Help our world</p>	 <p><b>Be a team</b> Work together Help others</p>

Autumn Term Identity and Diversity		Spring Term Social Justice and Equity		Summer Term Sustainable Development	
We are all special	Autumn	Community	Spring	Adventures	Growth
					







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	Knowledge:	Knowledge:
<p>1. Who am I? What makes me 'me'? What makes me special? Developing an understanding of self.</p> <p>2. How are we the same and how are we different? Developing an understanding of others.</p> <p>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.</p> <p>4. How do we look after ourselves? Developing an understanding of healthy eating &amp; habits (oral health), movement and self-care.</p> <p>5. What are seasons? What happens during autumn?</p>	<p>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.</p> <p>2. What did people do before? Developing an understanding of how roles have changed.</p> <p>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).</p> <p>4. My body, what is a skeleton? Develop an understanding of how the body works.</p>	<p>1. Plants: what do plants need to grow? Why do we need plants? Developing a scientific understanding of plant-life.</p> <p>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.</p> <p>3. Where does food come from? Developing an understanding of food cycle and an understanding of healthy and sustainable eating.</p> <p>4. Developing an understanding of environmental responsibility.</p>
Skills:	Skills:	Skills:
<p>1. Begins to talk about own needs, wants, beliefs and opinions with support.</p> <p>2. Talks about themselves positively, talking about their abilities.</p> <p>3. Beginning to express own ideas.</p> <p>4. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>5. Shows growing independence in self-care and talks about ways to</p>	<p>1. Talking about their own needs, wants, beliefs and opinions and listening to the ideas of others.</p> <p>2. Using talk to connect ideas and explain what is happening, and recalling and reliving past experience.</p> <p>3. Beginning to express own ideas and opinions and listening to the ideas of others.</p>	<p>1. Looking closely at similarities, differences, patterns and change - investigating and making observations, starting to classify.</p> <p>2. Talking about their own opinions and listening to the ideas of others, concentrating for a sustained period.</p> <p>3. Explaining own knowledge and understanding, and asking appropriate questions of others</p>



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stay healthy.					
<b>Prime Area - Communication &amp; Language</b>					
<b>Speaking – Learning objectives</b>					
<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<ul style="list-style-type: none"> <li>• I am learning to extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• I am learning to ask questions to find out more and to check they understand what has been said to them.</li> <li>• I am learning to use language to imagine and recreate roles and experiences in play situations.</li> <li>• I am learning to use my phonic knowledge by clearly pronouncing some of the sounds within words               <ul style="list-style-type: none"> <li>• I am learning to project my voice in a small room</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• I am learning to use my phonic knowledge clearly pronouncing all of the phase 2 sounds within words</li> <li>• I am learning to use new vocabulary within a range of new situations and experiences</li> <li>• I am learning to talk about a linked theme and intention</li> <li>• I am learning to ask and answer questions</li> <li>• I am learning to present, my thoughts and ideas to my class speaking clearly</li> </ul>		<ul style="list-style-type: none"> <li>• I am learning to use prepositions such as first, second in a sentence</li> <li>• I am learning to use an adjective within a sentence</li> <li>• I am becoming more confident in the ability to have conversations with others with bath and forth exchanges.</li> <li>• I am learning to use my phonic knowledge clearly pronouncing all of the phase 3 sounds within words</li> <li>• I am learning to use language to help organise thinking and solve problems.</li> <li>• I am learning to present formally to a group of people beyond my class</li> </ul>	
<b>Understanding- Learning Objectives</b>					
<ul style="list-style-type: none"> <li>• I am learning to understand and answer questions related to stories I have listened to</li> <li>• I am learning to demonstrate my understanding to questions by giving an explanation</li> <li>• I am learning to understand simple humour</li> </ul>		<ul style="list-style-type: none"> <li>• I am learning to understand a spoken instruction without stopping what I am doing to look at the speaker</li> <li>• I am learning to respond to the ideas of others</li> <li>• I am learning to understand instructions containing sequencing words; 'first... after... last</li> </ul>		<ul style="list-style-type: none"> <li>• I am learning to understand more complex language with adjectives and abstract concepts: soft, hard &amp; smooth.</li> <li>• I am learning to understand and express my views about concepts and characters in a story</li> <li>• I am learning to listen to another persons point of view and respond</li> </ul>	
<b>Listening &amp; Attention – Learning Objectives</b>					
<ul style="list-style-type: none"> <li>• I am learning to understand the useful parts of my body that helps me to listen</li> <li>• I am learning to listen to someone else and respond to them appropriately</li> </ul>		<ul style="list-style-type: none"> <li>• I am learning to listen and do during adult led activities</li> <li>• I am learning to understand that keeping my body in one place will support me to listen</li> </ul>		<ul style="list-style-type: none"> <li>• I am learning to understand that I can think about what someone else is saying whilst actively listening</li> <li>• 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</li> </ul>	
<b>Social Communication – Learning Objectives</b>					
<ul style="list-style-type: none"> <li>• I am learning to choose my own friends</li> <li>• I am learning to debate my point of view when others disagree</li> <li>• I am learning to use social phrases</li> </ul>		<ul style="list-style-type: none"> <li>• I am learning to initiate a conversation about something I have just learned</li> <li>• I am learning to accept another's point of view</li> </ul>		<ul style="list-style-type: none"> <li>• I am learning to language to find out information and discuss my thoughts</li> <li>• I am learning to explain my own knowledge and understanding and ask appropriate questions of others.</li> </ul>	
<b>Prime Area - Personal Social &amp; Emotional Development</b>					
<b>Jigsaw Overview</b>					
<b>Term 1</b> <b>Being Me in My World</b> 	<b>Term 2</b> <b>Celebrating Difference</b> 	<b>Term 3</b> <b>Dreams and Goals</b> 	<b>Term 4</b> <b>Healthy Me</b> 	<b>Term 5</b> <b>Relationships</b> 	<b>Term 6</b> <b>Changing Me</b> 
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	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	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	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	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	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 functions



# EYFS Long Term Curriculum Map

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 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.	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 friend and how to stand up for themselves if someone says or does something unkind to them.	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.	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 approached by someone they don't know.	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 Jigsaw's 'Calm Me' and how they can use this when feeling upset or angry.	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 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

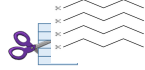


Throughout the year children will work towards forming positive relationships with the adults and friendships with their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Through numerous opportunities both planned and through 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

### Skill Progression- Core Gross Motor Skills


Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>I am learning to climb skilfully</li> <li>I am learning to balance on a wide beam</li> <li>I am learning to complete an obstacle course and describe what I am doing under/over/through/behind/in front of.</li> <li>I am exploring a range of whole body movements</li> <li>I am learning to stand stationary and balance a bean bag on my head</li> <li>I am beginning to work within a group cooperatively.</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to travel on a range of equipment safely and with skill.</li> <li>I am learning to bat a ball</li> <li>I am learning to balance on a narrow beam</li> <li>I am developing the strength in my shoulders with mark making on large scale.</li> <li>I am learning about different shapes in gymnastics e.g. pike and tuck.</li> <li>I am learning to repeat patterns of hopping and jumping</li> </ul>	<ul style="list-style-type: none"> <li>I am learning to follow directions on a map</li> <li>I am learning to balance on a narrow beam with increased skill</li> <li>I am developing my upper body strength when taking on the monkey bars.</li> <li>I am learning to walk on a beam with a bean bag balanced on my head</li> <li>I am learning to recognise forms and objects as the same in various situations.</li> </ul>

### Skill progression – Fine motor

<ul style="list-style-type: none"> <li>I am learning to use tweezers to transport items.</li> <li>I am learning to copy letters</li> <li>I am learning to use tools to cut dough, mostly in linear fashion.</li> <li>I am learning to hold scissors correctly with support</li> <li>I am learning to use scissors to cut through thicker materials such as card, cardboard &amp; playdough to develop strength.</li> <li>I am learning to form letters</li> <li>I am learning to hold my knife and fork with support</li> </ul> 	<ul style="list-style-type: none"> <li>I am learning to use anticlockwise movement and retrace vertical lines</li> <li>I am using a tripod grip when using mark making tools</li> <li>I am practicing writing my name</li> <li>I am learning to write numbers 1-5</li> <li>I am learning techniques to form sculptures</li> </ul> 	<ul style="list-style-type: none"> <li>I am learning to use fingers and thumb to make smaller, complex shapes (spikes, horns)</li> <li>I am learning to write in structured activities where I am guided to draw, write or copy.</li> <li>I am learning to use a dynamic tripod grasp</li> <li>I am learning to write numerals 5-20</li> <li>I am learning to cut out a range of large, simple shapes.</li> </ul> 
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# EYFS Long Term Curriculum Map

		<ul style="list-style-type: none"> <li>I am learning to cut along curved lines.</li> </ul>			
<b>Skill progression – Health &amp; Wellbeing</b>					
<ul style="list-style-type: none"> <li>I am learning to recognise my own strengths and things I find difficult</li> <li>I am learning to sort healthy and unhealthy foods into categories</li> <li>I am learning how to keep my body clean and tidy</li> </ul>		<ul style="list-style-type: none"> <li>I am learning to communicate freely about my community</li> <li>I am learning to describe myself positively to others and talk about my strengths and abilities</li> <li>I am learning about regular visits to the dentist and when I should be brushing my teeth.</li> <li>I am learning to think about others perspectives and communicate my view</li> </ul>		<ul style="list-style-type: none"> <li>I am learning to recognise my peer’s strengths and talk to them positively about what I have noticed</li> <li>I am learning to set my own learning goals, make my own choices and persevere when challenge occurs</li> <li>I am learning to identify mistakes of others and offer strategies to support their resilience</li> </ul>	
<b>Specific area - Literacy</b>					
<b>Skill Progression-Comprehension</b>					
<ul style="list-style-type: none"> <li>To engage in story times, joining in with repeated phrases and actions.</li> <li>To begin to answer questions about the stories read to them.</li> <li>To sequence familiar stories and retell them.</li> <li>To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes.</li> <li>To begin making suggestions about how a story might end.</li> </ul>		<ul style="list-style-type: none"> <li>To act out stories showing an understanding of some sequences of events.</li> <li>To retell a story, demonstrating understanding of key themes &amp; vocab.</li> <li>To begin to predict what may happen in the story.</li> <li>To clearly express ideas on how a story might end.</li> </ul>		<ul style="list-style-type: none"> <li>I am learning to use story language when acting out a narrative.</li> <li>I am learning to draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</li> <li>I am learning to develop their own narratives and explanations by connecting ideas or events</li> </ul>	
 <b>Word Reading &amp; Phonics</b> <b>Little Wandle Letters and Sounds Revised</b>					
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)	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 To recognise taught Phase 2 tricky Words.	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.	Review of all Phase 3 phonemes and tricky words. Plus, plural, longer words, double letters and words with two or more digraphs/trigraphs.	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. To read longer sentences containing Phase 4 words and tricky Words.	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. To read longer sentences containing Phase 4 words and tricky Words.



# EYFS Long Term Curriculum Map

Reading	Reading	Reading	Reading	Reading	Reading
<p>To practise first phonemes learnt, to orally segment and blend, to practise reading CVC words and tricky words.</p> <p>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>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 in words</p> <p>To begin reading simple captions with support.</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 trigraphs in words.</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 some growing expression.</p> <p>To show understanding of what they have read.</p>	<p>To read sentences in books (matching their phonics ability) with greater fluency and expression.</p> <p>To be able to read a greater range of taught tricky words.</p>	<p>To read sentences with fluency.</p> <p>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>

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

## Specific area - Mathematics

Autumn Terms	Spring Terms	Summer Terms
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# EYFS Long Term Curriculum Map

<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers 'hiding' inside larger numbers</li> <li>• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>• develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>• compare sets of objects by matching</li> <li>• begin to develop the language of 'whole' when talking</li> </ul>	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame             <ul style="list-style-type: none"> <li>• focus on equal and unequal groups when comparing numbers</li> </ul> </li> <li>• understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>• sort odd and even numbers according to their 'shape'</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>• begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>• continue to identify when sets can be subitised and when counting is necessary</li> <li>• develop conceptual subitising skills including when using a rekenrek</li> </ul>
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## Specific area – 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"> <li>• I am learning to understand past and present from stories and artifacts</li> <li>• I am learning to observe and talk about familiar situations in the past – home, school, transport.</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to talk about common themes in historical stories – brave, difficult choices, kindness.</li> <li>• I am learning to observe and talk about experiences that they are familiar with that may have been different in the past.</li> </ul>	<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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# EYFS Long Term Curriculum Map

<p><b>Sense of Self</b> Who am I? How am I special? To identify similarities and differences between themselves and peers (making reference to stories read).</p> <p><b>My Family</b> - 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><b>Remembrance Day</b> To learn about why we mark this as a day of reflection. Discussing conflicts in the past and present.</p> <p><b>Bonfire Night</b> To learn about why we celebrate bonfire night &amp; the historical events of November 5<sup>th</sup>.</p> <p><b>Christmas</b> To discuss their experiences of Christmas. What are traditions? To talk about the Christmas story and understand how Christians celebrate Christmas.</p>	<p><b>Space</b> To learn about important events e.g. the first moon landing.</p> <p><b>Growth</b> To differentiate between past and present by reflecting on time in school and reflecting on previous events in childhood.</p> <p><b>Time</b> To use everyday language related to time relating to school routines &amp; 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><b>Mother's Day</b> Reflect on how Mother's Day has been celebrated in the past.</p> <p><b>Easter</b> To discuss what are traditional Easter celebrations.</p> <p>To reflect on Easter celebrations with family.</p>	<p>To explore old and new artefacts and images to learn about how life has changed.</p> <p><b>Comparisons</b> Talk about their own home and know that there are similarities and differences between themselves and others</p>	<p><b>Past &amp; Present Comparisons Transport (Linked to Sustainable Development)</b></p> <p><b>Reflecting on Reception Year</b> 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 settings, characters and events encountered in books read in class and storytelling. <b>(ELG)</b></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. <b>(ELG)</b></p>
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## Important people & historical figures

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

<p><b>• I am learning to understand and develop a positive attitude to places of worship in my community</b></p>	<p><b>• I am learning to develop a positive attitude to different family makeup and celebrate the similarities and difference</b> <b>• I am learning about the similarities and differences of some key religions</b></p>	<p><b>• I am learning to recognise and the different figures within my community that keep me safe</b> <b>• I am learning to discuss the places of worship, celebrations and customs of the key people in my community</b></p>
<p style="text-align: center;"><b>Autumn Terms</b> <b>Big Question - Who are we?</b></p> <ul style="list-style-type: none"> <li>• Children to discuss who and what is special to them. (People, places, experiences, feelings, stories, objects, beliefs, values)</li> <li>• Discuss who and what supports and guides us. (People, experiences, feelings, beliefs, values, ideas)</li> <li>• Talk about what makes us joyful, peaceful, wonder, reflective, happy and sad? (Experiences, places, celebrations, stories, songs and, for some people, prayers)</li> <li>• To discuss how stories, prayers, songs, etc. help us understand more about ourselves and ideas of God.</li> </ul>	<p style="text-align: center;"><b>Spring Terms</b> <b>Big Question – Why are some times special?</b></p> <ul style="list-style-type: none"> <li>• Discuss special times and seasons we can remember. Why were these times special?</li> <li>• To learn about why some festivals and celebrations special? Including those festivals celebrated by Christians and Jews.</li> <li>• 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.</li> </ul>	<p style="text-align: center;"><b>Summer Terms</b> <b>Big Question - How should we live our lives?</b></p> <ul style="list-style-type: none"> <li>• Children to consider what they do affects other people</li> <li>• Discuss rules and codes of behaviour that help us know what to do.</li> <li>• 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.</li> </ul>



## People, Culture and Communities



# EYFS Long Term Curriculum Map

<p><b>Festivals</b> Harvest How do we celebrate and why? Trip to the Church</p> <p><b>Setting</b> - To know the name of the village the school is in and where they live.</p> <p>To know about features of the immediate environment (and begin to observe some differences with the stories we read in class).</p> <p><b>Family</b> 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><b>Festivals</b> Diwali, Bonfire Night, Christmas</p> <p><b>Special days</b> To reflect upon days special to us, such as birthdays, weddings, anniversaries.</p> <p>Understand that people have different beliefs and celebrate special times in different ways</p> <p><b>Hindu festival of Diwali</b> </p> <p><b>Christmas</b> To learn about why Christmas is so important to Christians. Nativity and the birth of Jesus.</p>	<p><b>Festivals</b> New Year UK &amp; Lunar New Year</p> <p>To learn about Lunar New Year &amp; how it is celebrated around the world.</p> <p>To understand that different people have different places that are special to them.</p> <p>To think about the perspective of others.</p> <p>To know that people in other countries speak different languages</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 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><b>Festivals</b> Mothering Sunday &amp; Easter</p>  <p>To understand that people have different beliefs and celebrate special times in different ways.</p> <p>To begin to think about how different life is for other people around the world.</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 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>To visit places in our local community and be of service to others.</p> 	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (ELG)</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</p> <p>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

<ul style="list-style-type: none"> <li>• I am using my senses to explore nature</li> <li>• I am learning about my body and the body of some animals and how this is different</li> <li>• I am learning to investigate the seasons and talk about seasonal changes</li> <li>• I am learning to investigate the climate in my country</li> <li>• I am learning to explore how I can test my ideas to affect change of matter</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to understand and talk about seasons how this affects plant life</li> <li>• I am learning about my body, the skeleton and key aspects of staying healthy</li> <li>• I am learning about light sources and exploring this through play</li> <li>• I am learning to explain how my ideas made the process of changing states of matter faster or slower</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to identify how animals behave during different seasons</li> <li>• I am learning to investigate the effect I can have on the climate, animals and plants</li> <li>• I am learning to predict what my happen to changes of matter, test my ideas and reach a conclusion</li> <li>• I am learning about different types of animals and can talk about some of their similarities and differences.</li> </ul>
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# EYFS Long Term Curriculum Map

<p><b>Autumn</b> - Use their senses to explore seasonal changes in our environment, through outdoor walks, play, forest school and seasonal stories.</p>  <p><b>Harvest</b> – 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><b>Autumn</b> – Continue to explore autumn through observing changes, relevant stories, and artwork and forest school.</p>  <p><b>Bears</b> – To learn about bears linking to all of our stories. To learn about what kind of animals they are, where they can be found.</p>	<p>• I am learning about eggs and what creatures lay them.</p> <p>Understand the effect of changing seasons on the natural world around them – winter</p> <p>To explore states of matter through play.</p> <p>To begin to make links, connecting previous knowledge to new learning.</p>	<p><b>Spring</b> – Observe and discuss signs of spring. What can we see? What can we hear?</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>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 To know how to care for growing plants</p>	<p><b>Mini-beasts</b> -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> 
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## The World – Technology

<ul style="list-style-type: none"> <li>• I am learning to give consent for my photo and what makes my photo appropriate</li> <li>• I am learning to keep myself safe on all aspects of technology</li> <li>• I am learning to make a floor robot move and follow a route</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to be kind to my friends when using technology</li> <li>• I am learning to use a safe part of the internet to play and learn</li> <li>• I am learning to programme a robot with simple instructions</li> <li>• I am learning to make choices about the buttons/icons to press, touch or click on when using simple software/hardware</li> </ul>	<ul style="list-style-type: none"> <li>• I am learning to manage a device by correctly closing websites or apps and safely turning on and off.</li> <li>• I am learning to input commands using the space bar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet).</li> </ul>
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## Specific area – Expressive Arts & Design

### Creating with Materials



# EYFS Long Term Curriculum Map

<p><b>Self-portraits</b> – 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>Explore use of primary colours – blue, red and yellow and that they can be mixed to make new colours.</p>	<p><b>Autumn art</b> – Using autumn leaves and rubbings to create pictures inspired by the story Leaf Man.</p> <p><b>Bonfire Night</b> – To use pastels, chalks, paint and printing tools to represent fireworks.</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, chopping).</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><b>Origami</b> – To explore how paper can be used and folded to create a different form.</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><b>Spring-</b> Create observational drawings of plant life and nature both in the classroom and outside.</p> <p><b>Sewing-</b> To explore simple stitches with plastic needle and thread with adult support.</p> <p><b>Colour mixing</b> – 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, stapler).</p> <p>To make props and costumes for different role-play scenarios.</p> <p>To use some cooking techniques with greater independence</p>	<p><b>Colour</b> - To know which prime colours you mix together to make secondary colours.</p> <p>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 and talk about details.</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

Kandinsky – linked to 2D shape art circles and triangle artwork Andy Goldsworthy–Natural Sculptures and artwork	Origami Artsist - Camiya Satoshi	Drawing Real life Chicks – Living egg experience	Gustav Klimt – Tree of life Architects – Spirals Georgia O’Keefe	Maman Spider Sculpture Louise Bourgeois Eric Carle Collage
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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><b>Dance</b> – Linked to ‘Giraffes Can’t Dance’, watch and talk about dance and expressing their feelings. Children to dance to a range of music.</p> <ul style="list-style-type: none"> <li>• Use role-play, small world and puppets to bring ideas and narratives to life.</li> <li>• To perform a song in the Christmas Nativity.</li> <li>• To join in with whole school singing assemblies.</li> <li>• To build up a repertoire of songs.</li> </ul>	<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>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> <ul style="list-style-type: none"> <li>• To consider music, paying attention to pace, move in time to music.</li> <li>• To practise making more expressive dance routines inspired by our stories.</li> </ul>	<p>Invent, adapt and recount narratives and stories with peers and their teacher. (ELG)</p> <ul style="list-style-type: none"> <li>• To share creations, talk about process and evaluate their work.</li> <li>• To listen to poems and create their own.</li> <li>• To create own musical compositions.</li> <li>• To invent their own narratives, making costumes and resources.</li> <li>• To explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	

## Expressing my ideas through Art & Design



# EYFS Long Term Curriculum Map

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

<p>I am learning to jump or hop to the sound of a beating drum</p> <p>I am learning to sing or rap nursery rhymes and simple songs from memory.</p> <p>I am learning to copy basic rhythm patterns of single words, building to short phrases from the songs.</p>	<p>I am learning to move in time to the pulse of the music</p> <p>I am learning to explore high and low sounds using my voice</p>	<p>I am learning to replicate familiar choreographed dances to music</p> <p>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.</p>
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All about me	Traditional Tales	Space	Around the World	Deep Blue Sea	Minibeasts
<p><b>Composing:</b> create verses and actions, create rhythms, music based on a theme</p> <p><b>Performing:</b> respond with movement, play percussion, copy rhythms, sing and chant</p> <ul style="list-style-type: none"> <li><b>Social:</b> listening, taking turns, communication, work safely</li> <li><b>Emotional:</b> talk about feelings, self-control, work independently</li> <li><b>Thinking:</b> apply knowledge, copy, create, explore</li> </ul>	<p><b>Composing:</b> creating new verses, creating rhythms, adding sound effects</p> <p><b>Performing:</b> copy and repeat rhythms, respond with movement, play percussion, so and mi, adding actions, explore dynamics and tempo,</p> <p><b>Social:</b> take turns, work with others, work safely, respect</p> <p><b>Emotional:</b> self-control, confidence, independence</p> <p><b>Thinking:</b> creativity, copying, comprehension</p>	<p><b>Listening:</b> identify sound of instruments, identify dynamics &amp; tempo, express thoughts &amp; feelings, respond with movement</p> <p><b>Composing:</b> to a theme, consider dynamics &amp; tempo, explore 3 notes</p> <p><b>Performing:</b> with a partner, percussion instruments, speak, sing &amp; play, simple melodies, pitch, notes so, mi &amp; la</p> <p><b>Social:</b> collaboration, communication, kindness, patience, sharing, move safely, respect</p> <p><b>Emotional:</b> independence, self control, persevere</p> <p><b>Thinking:</b> comprehension, creativity, copy and repeat</p>	<p><b>Listening:</b> describe instruments, describe dynamics and tempo, different genres, match sounds, respond with movement</p> <p><b>Composing:</b> use changes in tempo, body percussion, percussion instruments, working with a partner</p> <p><b>Performing:</b> copying rhythms, dynamics, tempo, playing percussion, singing call and response, adding actions to singing</p> <p><b>Social:</b> communication, listening, sharing</p> <ul style="list-style-type: none"> <li>Emotional: confidence</li> <li>Thinking: copy and repeat, creativity, comprehension</li> </ul>	<p><b>Listening:</b> changes in pitch, respond with movement, describing sounds</p> <p><b>Composing:</b> exploring instruments and their sound, simple rhythms, simple melodies</p> <p><b>Performing:</b> following hand signals, steady beat, range of percussion instruments, follow written symbols, call and response, identifying pitch, using different voices</p> <p><b>Social:</b> collaboration, working safely, respect, sharing</p> <p><b>Emotional:</b> self-control, understanding thoughts and feelings</p> <p><b>Thinking:</b> comprehension, creativity</p>	<p><b>Listening:</b> mark making, respond with movement, recognise similarities &amp; changes in tempo &amp; dynamics, explain preference</p> <p><b>Composing:</b> new verses, words &amp; actions, sound effects, select instruments, dynamics, tempo</p> <p><b>Performing:</b> sing, play percussion, dynamics, tempo, repeat rhythms, match words &amp; rhythms, vocal sounds, pitch, add actions</p> <p><b>Social:</b> work safely, listen, share, collaborate, support</p> <p><b>Emotional:</b> share feelings, confidence, patience, respect, self-control</p> <p><b>Thinking:</b> create, copy, comprehension</p>

## Assessments

<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>Baseline Assessment</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 assessments</p> <p>Spring 1 Update on progress for parents</p> <p>Spring 2 Parents Evening – To discuss child and their progress.</p>	<p>Little Wandle Letters and Sounds Revised assessment</p> <p>Summer 1 Update for parents</p> <p>End of year data submitted on Scholar Pack – ELG's</p> <p>End of year report to parents</p>
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## On-going formative assessment

Observations, evidence, staff feedback to inform planning, intervention.



# EYFS Long Term Curriculum Map