



## Long Term Curriculum Map EYFS

Autumn	What makes me unique?	What do I do if I need help?
<b>Value</b>	Initiative – to independently select resources and equipment from the environment to achieve a desired outcome	Resilience – to try again even when a task might be tricky
<b>Possible Hook Trips/visits</b>	Whole class art display of self portraits	Visits from members of the emergency services/local community/Guide Dogs for the Blind
<b>Key Texts</b>	<p>Chrysanthemum by Kevin Henkes</p> <p>Harry and the Dinosaurs go to School by Ian Whybrow</p> <p>Bedtime for Monsters by Ed Vere (POR)</p> <p>So Much by Trish Cooke (POR)</p> <p>The Three Little Pigs</p> <p>Lulu Gets a Cat by Anna McQuinn (POR)</p> <p>An Evening at Alfie’s by Shirley Hughes</p> <p>Peace at Last by Jill Murphy</p> <p>We’re Going on a Bear Hunt by Michael Rosen (POR)</p> <p>Biscuit Bear by Mini Grey (POR)</p> <p>Knuffle Bunny by Mo Willems (POR)</p>	<p>Emily Brown and the Thing by Cressida Cowell (POR)</p> <p>Mog and the V.E.T. by Judith Kerr</p> <p>Doctor Ted by Andrea Beaty</p> <p>Dot the Fire Dog by Lisa Desimini</p> <p>No Dragons for Tea: Fire Safety for Kids and Dragons! by Jean E Pendziwol</p> <p>Burglar Bill/ Cops and Robbers/ The Jolly Postman all by Janet and Allan Ahlberg</p> <p>The Lighthouse Keeper’s Lunch by Ronda and David Armitage</p>
<b>Making Relationships</b>	<p>The children will learn to interact and co-operate with their peers through activities, stories, singings sessions and games</p> <p>The children will learn their classmates’ names as well as the names of the adults in their room</p> <p>The children will have opportunities to form friendships with their peers</p> <p>The children will discover similarities and difference between themselves and their peers</p>	<p>The children will learn to play co-operatively, taking turns with others</p> <p>They will take account of one another’s ideas about how to organise their activity</p> <p>They will show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children</p>
<b>Self-confidence and self-awareness</b>	<p>The children will become more confident to explore the environment independently</p> <p>They will self-initiate confidently using the resources within the environment</p> <p>Be more confident when talking to other children during play</p> <p>They will say when they do or don’t need help</p> <p>They will communicate freely about home, school and their community through discussions and play</p>	<p>The children will become more confident to try new activities, and say why they like some activities more than others</p> <p>They will become confident to speak in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities</p> <p>They will be able to say when they do or don’t need help</p>
<b>Managing feelings and behaviours</b>	<p>Respond to the feelings and wishes of others</p> <p>Show understanding and co-operates with boundaries and routines</p> <p>Take turns and share resources</p> <p>They work as part of a group or class, and understand and follow the rules</p>	<p>The children will be able to talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable</p>



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	<p>They adjust their behaviour to different situations, and take changes of routine in their stride</p> <p>Understand that our friends may have different interests to us</p>	<p>They will be able to work as part of a group or class, and understand and follow the rules</p> <p>They will be able to adjust their behaviour to different situations, and take changes of routine in their stride</p>
<b>Listening and Attention</b>	<p>Listens with interest e.g. when an adult is reading a story</p> <p>Children listen attentively in a range of situations</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity</p> <p>Listens one to one or in small groups</p> <p>Follows verbal instructions given to them by adults</p> <p>Joins in with repeated refrains and anticipates events in stories and rhymes</p> <p>Build upon attention span</p>	<p>Listens to others either one to one or in small groups, when conversation interests them</p> <p>Listens to stories with increasing attention and recall</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Focusing attention – still listens or does but can shift own attention</p> <p>Children are able to follow directions (if not intently focused on own choice of activity)</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity</p>
<b>Understanding</b>	<p>Children follow instructions involving several ideas or actions</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Understand that our friends may have different interests to us</p>	<p>Children understand use of objects (e.g. "What do we use to cut things?")</p> <p>They respond to instructions involving a two-part sequence</p> <p>They understand humour, e.g. nonsense rhymes, jokes</p> <p>They are able to follow a story without pictures or props</p> <p>They listen and respond to ideas expressed by others in conversation or discussion</p>
<b>Speaking</b>	<p>The children will be able to discuss the things that make them unique by sharing their like and dislikes</p> <p>The children will be given opportunities to name things that are important or special to them as well as being given opportunities to extend their vocabulary through games and activities such a Word Catchers</p> <p>Looking at our mouths in mirrors as we make sounds</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>The children use language to imagine and recreate roles and experiences in play situations</p> <p>They can link statements and stick to a main theme or intention</p> <p>They can use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>They can introduce a storyline or narrative into their play</p>
<b>Moving and Handling</b>	<p>The children will begin to explore the environment and will be given opportunities to develop their fine and gross motor skills</p> <p>The children will begin their PE lessons</p>	<p>The children show good control and co-ordination in large and small movements</p> <p>They move confidently in a range of ways, safely negotiating space</p> <p>They handle equipment and tools effectively, including pencils for writing</p>
<b>Health and Self-Care</b>	<p>The children will take part in daily routines</p> <p>The will have their school dinners and discuss what foods they like and which of these are healthy choices</p> <p>The children will take part in the Daily Mile and discuss what happens to their bodies when they do exercise</p> <p>Learn how to look after themselves e.g. washing hands</p>	<p>The children will learn the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe</p> <p>They will manage their own basic hygiene and person needs successfully, including dressing and going to the toilet independently</p>



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<p><b>Reading</b></p>	<p>The children will be read daily stories linked to our topic          They will begin following Letters and Sounds          They use phonic knowledge to decode regular words and read them aloud accurately          The children will enjoy sharing stories with peers          They children will discuss their favourite stories          The children will begin to take stories home to share with their families          They will learn to recognise their name</p>	<p>The children will be read daily stories linked to our topic          They will begin following Letters and Sounds          They will begin to segment the sounds in simple words and blend them together and know which letters represent some of them          They will link sounds to letters, naming and sounding the letters of the alphabet          They will begin to read words and simple sentences          They will use vocabulary and forms of speech that are increasingly influenced by their experiences of books          They will enjoy an increasing range of book          They will know that information can be retrieved from books and computers</p>
<p><b>Writing</b></p>	<p>The children will be given opportunities to mark make and practise their pre writing skills          When ready the children will learn the phoneme grapheme correspondence and practise the correct letter formation          Children use their phonic knowledge to write words in ways which match their spoken sounds</p>	<p>The children will give meaning to marks they make as they draw, write and paint          They will begin to break the flow of speech into words          They will be able to continue a rhyming string          They will be able to hear and say the initial sound in words          They will write their own name and other things such as labels, captions</p>
<p><b>Number</b></p>	<p>The children will be able to:          Recognise some numerals of personal significance          Recognise numerals 1 to 5          Count up to three or four objects by saying one number name for each item          Count actions or objects which cannot be moved          Count objects to 10, and beginning to count beyond 10          Count out up to six objects from a larger group          Select the correct numeral to represent 1 to 5, then 1 to 10 objects          Count an irregular arrangement of up to ten objects          Estimate how many objects they can see and checks by counting them          Use the language of 'more' and 'fewer' to compare two sets of objects          Find the total number of items in two groups by counting all of them          Say the number that is one more than a given number          Find one more or one less from a group of up to five objects, then ten objects</p>	<p>The children will be able to:          Recognise some numerals of personal significance          Recognise numerals 1 to 5          Count up to three or four objects by saying one number name for each item          Count actions or objects which cannot be moved          Count objects to 10, and beginning to count beyond 10          Count out up to six objects from a larger group          Select the correct numeral to represent 1 to 5, then 1 to 10 objects          Count an irregular arrangement of up to ten objects          Estimate how many objects they can see and checks by counting them          Use the language of 'more' and 'fewer' to compare two sets of objects          Find the total number of items in two groups by counting all of them          Say the number that is one more than a given number          Find one more or one less from a group of up to five objects, then ten objects</p>
<p><b>Shape, Space and /measure</b></p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems          They recognise, create and describe patterns          They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems          They recognise, create and describe patterns          They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>



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<b>People and Communities</b>	<p>The children will be able to role play familiar activities from home such as making and drinking tea</p> <p>They will have the opportunity to explore their similarities and difference with their friends</p> <p>They will discuss their families and significant events which they have shared with them</p>	<p>The children show an interest in the lives of people who are familiar to them</p> <p>They can remember and talk about significant events in their own experience</p> <p>They show an interest in different occupations and ways of life</p>
<b>The world</b>	<p>Children know about similarities and differences in relation to places, objects, materials and living things</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another</p> <p>They make observations of animals and plants and explain why some things occur and talk about changes</p>	<p>The children can comment and ask questions about aspects of their familiar world</p> <p>They can talk about some of the things they have observed</p> <p>They can talk about why things happen and how things work</p> <p>They will begin to show care and concern for living things and the environment</p>
<b>Technology</b>	<p>The children recognise that a range of technology is used in places such as home and school</p> <p>They select and use technology for particular purposes</p>	<p>The children will know how to operate simple equipment, e.g. turn on a laptop and use a remote control</p> <p>They will begin to show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones</p> <p>They know that information can be retrieved from computers</p> <p>They can use IT hardware to interact with age-appropriate computer software</p>
<b>Exploring and Using Media and Materials</b>	<p>Children sing songs, make music and dance, and experiment with ways of changing them</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>
<b>Being Imaginative</b>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>
<b>End Outcome</b>	<p>Teddy bear picnic – invite parents in to meet their special friends, bring favourite foods from home and special teddy bear</p>	<p>Careers Day – children come into class dressed as what they want to be when they grow up and share with the class why they have chosen this career</p>

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Spring	What is in this egg?	What if I planted a bean like Jack?
<b>Value</b>	Empathy – we think about how our actions and words affect our friends	Self-confidence – we try new things and can say what we are good at
<b>Possible Hook</b>	Duckling eggs Birds of Prey workshop	Planting beans Visit to Kew Gardens or Salopian Gardens
<b>Trips/visits</b>		
<b>Key Texts</b>	The Tiger who Came to Tea by Judith Kerr Elmer by David McKee Owl Babies by Martin Waddell (POR) Zog by Julia Donaldson Giraffes Can't Dance by Giles Andreae Blue Penguin by Petr Horacek (POR)	Jim and the Beanstalk by Raymond Briggs I Really Wonder What Plant I'm Growing by Lauren Child I Will Not Never Eat a Tomato by Lauren Child (POR) The Enormous Potato by Aubrey Davis Katie and the Sunflowers by James Mayhew Jasper's Beanstalk by Nick Butterworth Yucky Worms by Vivian French (POR)
<b>Making Relationships</b>	The children will learn to interact and co-operate with their peers through activities, stories, singings sessions and games The children will learn their classmates' names as well as the names of the adults in their room The children will have opportunities to form friendships with their peers The children will discover similarities and difference between themselves and their peers	The children will learn to play co-operatively, taking turns with others They will take account of one another's ideas about how to organise their activity They will show sensitivity to others' needs and feelings, and form positive relationships with adults and other children
<b>Self-confidence and self-awareness</b>	The children will become more confident to explore the environment independently They will self-initiate confidently using the resources within the environment Be more confident when talking to other children during play They will say when they do or don't need help They will communicate freely about home, school and their community through discussions and play	The children will become more confident to try new activities, and say why they like some activities more than others They will become confident to speak in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities They will be able to say when they do or don't need help
<b>Managing feelings and behaviours</b>	Respond to the feelings and wishes of others Show understanding and co-operates with boundaries and routines Take turns and share resources They work as part of a group or class, and understand and follow the rules They adjust their behaviour to different situations, and take changes of routine in their stride	The children will be able to talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable They will be able to work as part of a group or class, and understand and follow the rules



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	Understand that our friends may have different interests to us	They will be able to adjust their behaviour to different situations, and take changes of routine in their stride
<b>Listening and Attention</b>	<p>Listens with interest e.g. when an adult is reading a story</p> <p>Children listen attentively in a range of situations</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity</p> <p>Listens one to one or in small groups</p> <p>Follows verbal instructions given to them by adults</p> <p>Joins in with repeated refrains and anticipates events in stories and rhymes</p> <p>Build upon attention span</p>	<p>Listens to others either one to one or in small groups, when conversation interests them</p> <p>Listens to stories with increasing attention and recall</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Focusing attention – still listens or does but can shift own attention</p> <p>Children are able to follow directions (if not intently focused on own choice of activity)</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity</p>
<b>Understanding</b>	<p>Children follow instructions involving several ideas or actions</p> <p>They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</p> <p>Understand that our friends may have different interests to us</p>	<p>Children understand use of objects (e.g. “What do we use to cut things?”)</p> <p>They respond to instructions involving a two-part sequence</p> <p>They understand humour, e.g. nonsense rhymes, jokes</p> <p>They are able to follow a story without pictures or props</p> <p>They listen and respond to ideas expressed by others in conversation or discussion</p>
<b>Speaking</b>	<p>The children will be able to discuss the things that make them unique by sharing their like and dislikes</p> <p>The children will be given opportunities to name things that are important or special to them as well as being given opportunities to extend their vocabulary through games and activities such a Word Catchers</p> <p>Looking at our mouths in mirrors as we make sounds</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>The children use language to imagine and recreate roles and experiences in play situations</p> <p>They can link statements and stick to a main theme or intention</p> <p>They can use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>They can introduce a storyline or narrative into their play</p>
<b>Moving and Handling</b>	<p>The children will begin to explore the environment and will be given opportunities to develop their fine and gross motor skills</p> <p>The children will begin their PE lessons</p>	<p>The children show good control and co-ordination in large and small movements</p> <p>They move confidently in a range of ways, safely negotiating space</p> <p>They handle equipment and tools effectively, including pencils for writing</p>
<b>Health and Self-Care</b>	<p>The children will eat a healthy range of foodstuffs and understand the need for variety in food</p> <p>Be able to talk about different types of fruit and vegetables available in shops, home and garden</p> <p>The children will be given opportunities for touching and tasting using appropriate vocabulary to describe similarities and differences</p> <p>Understand that hygiene can contribute to good health - washing hands after messy activities, before eating</p> <p>Observes the effects of activity on their bodies</p>	<p>The children will learn the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe</p> <p>They will manage their own basic hygiene and person needs successfully, including dressing and going to the toilet independently</p>



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	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks	
<b>Reading</b>	<p>The children will be read daily stories linked to our topic</p> <p>They will begin following Letters and Sounds</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately</p> <p>The children will enjoy sharing stories with peers</p> <p>They children will discuss their favourite stories</p> <p>The children will begin to take stories home to share with their families</p> <p>They will learn to recognise their name</p>	<p>The children will be read daily stories linked to our topic</p> <p>They will begin following Letters and Sounds</p> <p>They will begin to segment the sounds in simple words and blend them together and know which letters represent some of them</p> <p>They will link sounds to letters, naming and sounding the letters of the alphabet</p> <p>They will begin to read words and simple sentences</p> <p>They will use vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p>They will enjoy an increasing range of book</p> <p>They will know that information can be retrieved from books and computers</p>
<b>Writing</b>	<p>The children will be given opportunities to mark make and practise their prewriting skills</p> <p>When ready the children will learn the phoneme grapheme correspondence and practise the correct letter formation</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds</p>	<p>The children will give meaning to marks they make as they draw, write and paint</p> <p>They will begin to break the flow of speech into words</p> <p>They will be able to continue a rhyming string</p> <p>They will be able to hear and say the initial sound in words</p> <p>They will write their own name and other things such as labels, captions</p>
<b>Number</b>	<p>The children will be able to:</p> <p>learn its: <math>3+3=6</math>, <math>4+4=8</math>, <math>5+5=10</math></p> <p>perform simple addition</p> <p>perform simple subtraction</p> <p>accurately order numbers 0-20 and identify 1 more and 1 less than a given number</p> <p>use everyday language linked to time e.g. today, tomorrow dinnertime, soon</p> <p>order items by length – comparative language e.g. longest dragon, shortest, longer than, shorter than</p>	<p>The children will be able to:</p> <p>learn its: <math>3+3=6</math>, <math>4+4=8</math>, <math>5+5=10</math></p> <p>solve + and - sums</p> <p>order items by capacity e.g. empty and full</p> <p>order items by length e.g. 10 hands long, shortest, longest</p> <p>use non- standard measures e.g. cubes</p> <p>double <math>2+2=4</math>, <math>4+4=8</math></p>
<b>Shape, Space and /measure</b>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems</p> <p>They recognise, create and describe patterns</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems</p> <p>They recognise, create and describe patterns</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>
<b>People and Communities</b>	<p>Be aware that some animals live with humans</p> <p>Compare similarities and differences between pets/farm animals/wild animals</p> <p>What do they need?</p>	<p>The children show an interest in the lives of people who are familiar to them</p> <p>They can remember and talk about significant events in their own experience</p> <p>They show an interest in different occupations and ways of life</p>



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	<p>Where do they sleep?          What do they play with?          What do they eat?          Use children's pets and first-hand stimulus</p>	
<b>The world</b>	<p>Children know about similarities and differences in relation to places, objects, materials and living things          They talk about the features of their own immediate environment and how environments might vary from one another          They make observations of animals and plants and explain why some things occur and talk about changes</p>	<p>The children can comment and ask questions about aspects of their familiar world          They can talk about some of the things they have observed          They can talk about why things happen and how things work          They will begin to show care and concern for living things and the environment</p>
<b>Technology</b>	<p>The children recognise that a range of technology is used in places such as home and school          They select and use technology for particular purposes</p>	<p>The children will know how to operate simple equipment, e.g. turn on a laptop and use a remote control          They will begin to show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones          They know that information can be retrieved from computers          They can use IT hardware to interact with age-appropriate computer software</p>
<b>Exploring and Using Media and Materials</b>	<p>Children sing songs, make music and dance, and experiment with ways of changing them          They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Children sing songs, make music and dance, and experiment with ways of changing them          They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>
<b>Being Imaginative</b>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes          They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes          They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>
<b>End Outcome</b>	<p>Create their own egg and nest for a creature of their choice</p>	<p>Tallest beanstalk competition</p>

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Summer	Are there any female explorers?	Where in the world...?
<b>Value</b>	Curiosity – we take time to explore the world around us	Creativity – it’s time to add some personal flair or just be creative with what we have
<b>Possible Hook Trips/visits</b>	Treasure Hunt Visit to the Golden Hinde Visit to the Sea Life Centre	Tickets and suitcases containing artefacts and clues
<b>Key Texts</b>	How to Find a Fruit Bat by Michelle Robinson (POR) Surprising Sharks (non-fiction) by Nicola Davies (POR) My Granny is a Pirate by Val McDermid Polly Pirate Picks a Pirate by Penny Dann Pirates Love Underpants by Claire Freedman The Pirates Next Door by Jonny Duddle Mrs Pirate by Nick Sharratt Pirate Princess by Sudipta Bardhan-Quallen	Books linked to country chosen
<b>Making Relationships</b>	The children will learn to interact and co-operate with their peers through activities, stories, singings sessions and games The children will learn their classmates’ names as well as the names of the adults in their room The children will have opportunities to form friendships with their peers The children will discover similarities and difference between themselves and their peers	The children will learn to play co-operatively, taking turns with others They will take account of one another’s ideas about how to organise their activity They will show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children
<b>Self-confidence and self-awareness</b>	The children will become more confident to explore the environment independently They will self-initiate confidently using the resources within the environment Be more confident when talking to other children during play They will say when they do or don’t need help They will communicate freely about home, school and their community through discussions and play	The children will become more confident to try new activities, and say why they like some activities more than others They will become confident to speak in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities They will be able to say when they do or don’t need help
<b>Managing feelings and behaviours</b>	Respond to the feelings and wishes of others Show understanding and co-operates with boundaries and routines Take turns and share resources They work as part of a group or class, and understand and follow the rules They adjust their behaviour to different situations, and take changes of routine in their stride Understand that our friends may have different interests to us	The children will be able to talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable They will be able to work as part of a group or class, and understand and follow the rules They will be able to adjust their behaviour to different situations, and take changes of routine in their stride



## Long Term Curriculum Map EYFS

<b>Listening and Attention</b>	<p>Listens with interest e.g. when an adult is reading a story Children listen attentively in a range of situations They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions They give their attention to what others say and respond appropriately, while engaged in another activity Listens one to one or in small groups Follows verbal instructions given to them by adults Joins in with repeated refrains and anticipates events in stories and rhymes Build upon attention span</p>	<p>Listens to others either one to one or in small groups, when conversation interests them Listens to stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Focusing attention – still listens or does but can shift own attention Children are able to follow directions (if not intently focused on own choice of activity) Maintains attention, concentrates and sits quietly during appropriate activity</p>
<b>Understanding</b>	<p>Children follow instructions involving several ideas or actions They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events Understand that our friends may have different interests to us</p>	<p>Children understand use of objects (e.g. “What do we use to cut things?”) They respond to instructions involving a two-part sequence They understand humour, e.g. nonsense rhymes, jokes They are able to follow a story without pictures or props They listen and respond to ideas expressed by others in conversation or discussion</p>
<b>Speaking</b>	<p>The children will be able to discuss the things that make them unique by sharing their like and dislikes The children will be given opportunities to name things that are important or special to them as well as being given opportunities to extend their vocabulary through games and activities such a Word Catchers Looking at our mouths in mirrors as we make sounds They develop their own narratives and explanations by connecting ideas or events</p>	<p>The children use language to imagine and recreate roles and experiences in play situations They can link statements and stick to a main theme or intention They can use talk to organise, sequence and clarify thinking, ideas, feelings and events They can introduce a storyline or narrative into their play</p>
<b>Moving and Handling</b>	<p>The children will begin to explore the environment and will be given opportunities to develop their fine and gross motor skills The children will begin their PE lessons</p>	<p>The children show good control and co-ordination in large and small movements They move confidently in a range of ways, safely negotiating space They handle equipment and tools effectively, including pencils for writing</p>
<b>Health and Self-Care</b>	<p>The children will take part in daily routines The children will have their school dinners and discuss what foods they like and which of these are healthy choices The children will take part in the Daily Mile and discuss what happens to their bodies when they do exercise Learn how to look after themselves e.g. washing hands</p>	<p>The children will learn the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe They will manage their own basic hygiene and person needs successfully, including dressing and going to the toilet independently</p>
<b>Reading</b>	<p>The children will be read daily stories linked to our topic They will begin following Letters and Sounds They use phonic knowledge to decode regular words and read them aloud accurately</p>	<p>The children will be read daily stories linked to our topic They will begin following Letters and Sounds They will begin to segment the sounds in simple words and blend them together and know which letters represent some of them</p>



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	<p>The children will enjoy sharing stories with peers</p> <p>They children will discuss their favourite stories</p> <p>The children will begin to take stories home to share with their families</p> <p>They will learn to recognise their name</p>	<p>They will link sounds to letters, naming and sounding the letters of the alphabet</p> <p>They will begin to read words and simple sentences</p> <p>They will use vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p>They will enjoy an increasing range of book</p> <p>They will know that information can be retrieved from books and computers</p>
<b>Writing</b>	<p>The children will be given opportunities to mark make and practise their prewriting skills</p> <p>When ready the children will learn the phoneme grapheme correspondence and practise the correct letter formation</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds</p>	<p>The children will give meaning to marks they make as they draw, write and paint</p> <p>They will begin to break the flow of speech into words</p> <p>They will be able to continue a rhyming string</p> <p>They will be able to hear and say the initial sound in words</p> <p>They will write their own name and other things such as labels, captions</p>
<b>Number</b>	<p>The children will be able to:</p> <p>learn its: <math>2+1=3</math>, <math>2+3=5</math></p> <p>group in sets of 2, 5 and 10 to count more rapidly</p> <p>share 6 cakes shared by 3 people</p> <p>double e.g. <math>3+3</math>, <math>7+7</math></p> <p>halve e.g. 6 is half of 12</p> <p>solve addition/subtraction problems</p> <p>compare 2 or 3 objects by height and using the correct mathematical vocabulary</p>	<p>The children will be able to:</p> <p>learn its: <math>1+9=10</math>, <math>2+8=10</math>, <math>3+7=10</math>, <math>4+6=10</math></p> <p>add by counting on</p> <p>subtract by counting back</p> <p>double, halve and share numbers</p> <p>share out amounts: beginning of division practically</p> <p>use everyday language linked to time e.g. today, tomorrow dinnertime, soon</p> <p>collect and analyse data in the form of tally charts</p>
<b>Shape, Space and /measure</b>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems</p> <p>They recognise, create and describe patterns</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems</p> <p>They recognise, create and describe patterns</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>
<b>People and Communities</b>	<p>The children will be able to role play familiar activities from home such as making and drinking tea</p> <p>They will have the opportunity to explore their similarities and difference with their friends</p> <p>They will discuss their families and significant events which they have shared with them</p>	<p>The children show an interest in the lives of people who are familiar to them</p> <p>They can remember and talk about significant events in their own experience</p> <p>They show an interest in different occupations and ways of life</p>
<b>The world</b>	<p>Children know about similarities and differences in relation to places, objects, materials and living things</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another</p>	<p>The children can comment and ask questions about aspects of their familiar world</p> <p>They can talk about some of the things they have observed</p> <p>They can talk about why things happen and how things work</p> <p>They will begin to show care and concern for living things and the environment</p>



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	They make observations of animals and plants and explain why some things occur and talk about changes	
<b>Technology</b>	The children recognise that a range of technology is used in places such as home and school They select and use technology for particular purposes	The children will know how to operate simple equipment, e.g. turn on a laptop and use a remote control They will begin to show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones They know that information can be retrieved from computers They can use IT hardware to interact with age-appropriate computer software
<b>Exploring and Using Media and Materials</b>	Children sing songs, make music and dance, and experiment with ways of changing them They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function	Children sing songs, make music and dance, and experiment with ways of changing them They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
<b>Being Imaginative</b>	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories
<b>End outcome</b>	Pirate workshop	Whole school food festival – parents are invited to bring into school and share food associated with their home country Children present information about their chosen country

*Please be aware that the above is a general overview of the topics covered. In the EYFS we also plan activities around the children's own interests. This means that we will cover more than what you see above, and that if we are enjoying learning about something in particular, topics may change. The above is also taught alongside the continuous provision provided in our indoor and outdoor environment and the EYFS curriculum.*

*\*Key religious festivals will be planned for throughout the year as they occur, these include: Harvest, Diwali, Bonfire Night, Remembrance Day, Hanukkah, Christmas, Chinese New Year, Mothering Sunday and Easter.*