



## Long Term Curriculum Map EYFS

Autumn	What Makes Me Super?	What Are We Celebrating?
Value	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
Possible Hook Trips/visits	Whole class art display of self portraits	Celebrations of different events, such as Christmas, birthdays, Diwali
Key Texts	All Are Welcome by Alexander Penfold One One You by Linda Kranz Superduper You by Sophy Henn Five Minutes Peace by Jill Murphy My Mum and Dad Make Me Laugh by Nick Sharratt Hair Love by Matthew Cherry Can I build Another Me? By Shinsuke Yushitake	The Snowman by Raymond Briggs The Crayon's Christmas by Drew Daywalt & Oliver Jeffers Little Robin Red Vest by Jan Fearnley Lanterns and Firecrackers: A Chinese New Year Story by Jonny Zucker & Jan Barger Cohen The Magic Paintbrush by Julia Donaldson & Joel Stewart
Listening, Attention and Understanding	Listening to stories, songs, rhymes and non-fiction texts. Maintain listening for longer periods of time. Responding to multi-step instructions. Story time and shared stories. Rhyme time.	Listening to stories, songs, rhymes and non-fiction texts. Maintain listening for longer periods of time. Responding to multi-step instructions. Taking part in small group and whole class discussion.
Speaking	Speak in simple sentences to communicate ideas, needs and wants (using provided or modelled sentence starters) Using a range of tenses when speaking (with adult support) Extending sentences with connectives such as and Use talk for a range of purposes – imagine, retell, discuss, expressing feelings and describing. Acquires and use new vocabulary and social phrases. Participate in small group discussions when based upon a subject of interest. Express feelings using full sentences (using provided or modelled sentence starters)	Speak in simple sentences to communicate ideas, needs and wants (sometimes using provided or modelled sentence starters) Using a range of tenses when speaking (sometimes with adult support) Extending sentences with connectives such as and or then. Use talk for a range of purposes – imagine, retell, discuss, expressing feelings and describing. Acquires and uses new vocabulary and social phrases. Participate in small group discussions across a wider range of topics. Express feelings using full sentences (using provided or modelled sentence starters) Use models and support provided by their teacher.

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	Use models and support provided by their teacher.	
Self-Regulation	<p>Talk about how you are feeling (Zones of Regulation).            Recognises and identify different feelings such as sad, angry and happy.            Understand the reasons as to why we feel different ways (with support)            Use strategies to stay calm and regulate behaviour accordingly (initially with support)            Focus during play.            Takes account of the feelings of others with adult support.            Takes turns with others with adult support.            Share resources with others.            Responds appropriately to simple teacher instructions sometimes with visual prompts for support.</p>	<p>Talk about how you are feeling (Zones of Regulation).            Recognises and identify a wider range of feelings such as excited, tired and sick.            Understand the reasons as to why we feel different ways (with some support)            Use strategies to stay calm and regulate behaviour accordingly with greater independence.            Focus for sustained periods during play.            Takes account of the feelings of others with some adult support.            Takes turns with others sometimes with adult support.            Share resources with others with some adult support.            Responds appropriately to simple teacher instructions.</p>
Managing Self	<p>Developing desire to do things independently            Follow rules with adult support            Chooses appropriate ways to be assertive with adult help            Manage hygiene, toileting and simple dressing independently with decreasing adult support.            Begin to develop confidence within the setting.            Aware of boundaries and of behavioural expectations            Show some understanding that hygiene can affect health.            Explain the reasons for rules            Know right from wrong and try to behave accordingly.</p>	<p>Developing desire to do things independently            Follow rules with increased independence            Choose appropriate ways to be assertive, sometimes with adult help            Manage hygiene, toileting and simple dressing independently with some prompting.            Develop confidence within the setting.            Aware of boundaries and of behavioural expectations            Show some understanding that eating, and hygiene can affect health</p>
Building Relationships	<p>Begins to get to know other children beyond family or close contacts            Takes part in community activities such clearing up and fetching resources            Plays in groups beyond one or two other children (sometimes with adult support</p>	<p>Begin to get to know other children beyond family or close contacts            Takes part in community activities such as tidying up, visiting the school library and giving out things to go home.            Plays in groups beyond one or two other children with increased independence</p>

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	<p>Shows awareness of the needs of others sometimes with adult support.</p> <p>Begins to develop important social attributes such kindness, sharing and listening</p> <p>Begins to form positive attachments to adults and friendships with peers</p>	<p>Shows increased awareness of the needs of others however, they may still require adult support.</p> <p>Improved confidence thus developing relationships with unfamiliar children and familiar adults</p> <p>Developing important social attributes such as kindness, sharing, listening but may still require adult support.</p> <p>Takes account of views and needs of others in play and begins to incorporate these.</p>
Gross Motor	<p>Manoeuvres equipment such as scooters, trikes and bikes.</p> <p>Develop large arm/ shoulder movement for activities such throwing and painting.</p> <p>Developing range of movements by undertaking activities like running, jumping, skipping and hopping.</p> <p>Begins to select the correct tool and movement for task in hand such as a spade for digging or crawling under an obstacle.</p> <p>Uses a range of movements (sometimes with teacher support).</p> <p>Begins to negotiate space and obstacles safely, with consideration for themselves and others (sometimes with support).</p>	<p>Manoeuvres scooters, trikes, bikes</p> <p>Uses large arm/ shoulder movement – throwing, painting</p> <p>Developing range of movements – running, jumping, skipping, hopping</p> <p>Chooses right tool and movement for task in hand – spade for digging, crawling under an obstacle</p> <p>Uses and combines a range of movements</p> <p>Shows developing strength, co-ordination, balance, agility</p> <p>Capable with ball skills – throwing, catching, kicking, passing, batting and aiming</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>
Fine Motor Skills	<p>Begins to use simple one-handed tools such as glue sticks and paint brushes (with some adult support)</p> <p>Begins to show preference for dominant hand</p> <p>Uses scissors, hammers and tools with support</p> <p>Uses comfortable grip when holding objects such as pencils and paintbrushes (sometimes with support)</p> <p>Uses small motor skills tools such as pencils, brushes, scissors and cutlery competently and safely sometimes with adult support</p> <p>Maintains posture and core strength when sitting</p>	<p>Begins to use simple one-handed tools such as glue sticks and paint brushes (with increased independence)</p> <p>Begins to show preference for dominant hand</p> <p>Uses scissors, hammers and tools sometimes with support</p> <p>Uses comfortable grip when holding objects such as pencils and paintbrushes (sometimes with support)</p> <p>Uses small motor skills tools such as pencils, brushes, scissors and cutlery with increased competence.</p> <p>Maintains posture and core strength when sitting</p>

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	Begins to hold pencils effectively to form recognisable letters which are correctly formed (sometimes with teacher support).	Begins to hold pencils effectively to form recognisable letters which are correctly formed (sometimes with teacher support or visual aids).
Comprehension	<p>Begin to understand that print has meaning.</p> <p>Learns a repertoire of stories and is beginning to join in with familiar phrases.</p> <p>Begins to read own name label, logos and signs</p> <p>Begins to choose books to read independently</p> <p>Begins to read familiar words</p> <p>Uses stories language such as characters and names, story phrases, settings in role play which may be supported by story telling props</p> <p>Begins to suggest what might happen next with adult support.</p> <p>Begins to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words using recently introduced vocabulary.</p>	<p>Begin to understand that print has meaning.</p> <p>Learns a repertoire of stories and is beginning to join in with familiar phrases</p> <p>Begins to recall some familiar stories using pictures as prompts.</p> <p>Begins to read own name label, logos and signs</p> <p>Choose books to read independently some of which may be familiar to the child.</p> <p>Uses stories language such as characters and names, story phrases, settings in role play</p> <p>Uses characters and vocabulary from stories in role play and discussion</p> <p>Suggests what might happen next with some adult support.</p> <p>Begins to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words using recently introduced vocabulary.</p>
Word Reading	<p>Fills in missing words from rhymes and songs</p> <p>Claps words in rhymes</p> <p>Begins to follow text from left to right</p> <p>Hears sounds that are the same; such as first sound of own name</p> <p>Begins to read letters by saying their sounds</p> <p>Begins to blends letters into short words (2 and 3 sound words)</p> <p>Reads few common exception words</p>	<p>Fills in missing words from rhymes/songs</p> <p>Claps words in rhymes</p> <p>Follows text from left to right with increased independence</p> <p>Hears sounds that are the same such as first sound of own name</p> <p>Begins to read letters by saying their sounds</p> <p>Begins to blend letters into short words (4 and 5 sound words)</p> <p>Reads some common exception words</p>
Writing	<p>Gives meaning to marks</p> <p>May use letter strings for writing</p> <p>Writes some letters correctly, for example from their own name</p> <p>Begins to correctly form lower case of learned sounds correctly</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Gives meaning to marks</p> <p>Begins to use different kinds of marks for writing and for drawing/painting</p> <p>May letter strings for writing</p> <p>Begins to correctly form lower case of learned sounds correctly</p> <p>Write recognisable letters with improved accuracy and orientation.</p>
Number	<p>Matches numeral with number sometimes with adult support</p> <p>Reciting numbers, uses random numbers in songs and games</p>	

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	<p>Subitises to 3          Counts accurately to 5 in practical contexts          Begins mathematical mark making          Spot errors in a counting sequence.</p>	
Numerical Patterns	<p>Begins to notice numerals which are same such as their age, house number and phone number          Begins to notice number patterns in stories and songs for example The Enormous Turnip, Five Green Bottles and The Hungry Caterpillar          Notices things that are the same and those that are different – spot the odd one out          Recognises same number of objects, more and fewer          Begin to represent a number in different ways.</p>	
Shape, Space and Measures	<p>Recognises similar shapes, puts away equipment – matches the shadow          Responds to positional and time language – e.g. Bear Hunt, shape language – round, big, small, days of week, late, early, first, next, after          Construction, building, junk modelling – manipulates 2D &amp; 3D shapes and uses some names and descriptive language – round, straight, corners, sides          Selects, rotates and manipulates shapes in construction and creating AB patterns and sculptures          Continues, copies and creates AB patterns          Makes comparisons of height and length by eye          Compares and measures height and length          Use language related to time (sometimes with adult support)          Recognises meaningful times such as 12 o'clock lunchtime, home time and bedtime</p>	
Past and Present	<p>Shows interest in the lives of people who are familiar to them          Comments on photographs and pictures in books          Notices and comments on differences between now and then          drawing on their own family experiences</p>	<p>Shows interest in different occupations and ways of life through role play, visitors and stories          Comments on photographs, pictures in books          Notices and comments on differences between now and then drawing on their own family experiences          Knows about the work of familiar community workers          Begin to comment on differences/similarities from people, stories within their own lives          Talk about the lives of the people around them and their roles in society</p>

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<p>People Culture and Communities</p>	<p>Talks about special times or events for family with some support and photographs as prompts. Is interested in the special times or events of friends Notices differences between their family cultures and those of others with adult support. Knows about their own environment and other places through visits, pictures and family experiences Talks about, names and describes life of family Knows about features of local environments Begin to recognise that people have different beliefs and ways of celebrating</p>	<p>Talks about special times or events for family with some support Is interested in the special times or events of friends Notices differences between their family cultures and those of others Knows about their own environment and other places/countries through visits, pictures and family experiences with adult support. Talks about, names and describes life of family with increased confidence. Begin to recognise people have different beliefs and ways of celebrating Draw and create maps from real and imagine experiences.</p>
<p>The Natural World</p>	<p>Explores natural objects, plants, creatures and materials in the environment With support, talks about things they have seen and explored such as plants, animals, natural objects and materials Comments about the natural world and seasons Shows care and concern for living things and environment Explores natural world Begin to understand the effects of changing seasons on natural world around them</p>	<p>Explores natural objects, plants, creatures and materials in the environment with increased confidence. Talks about things they have seen and explored such as plants, animals, natural objects and materials Comments and asks questions about the natural world and seasons Shows care and concern for living things and environment Explores natural world Begin to understand the effects of changing seasons on natural world around them and changes in materials, such as caused by changes in temperature and cooking</p>
<p>Creating with Materials</p>	<p>Begin to explore colour and constructions using range of materials Begin to use a wider range of materials, tools and techniques to express own ideas Begins to be involved in pretend play using pretend objects With adult support, talk about what is created Uses materials in role and pretend play Makes safe use of range of tools, materials and techniques and talks about own work with adult support.</p>	<p>Begin to explore colour and constructions using range of materials Begin to use a wider range of materials, tools and techniques to express own ideas Begins to be involved in pretend play using pretend objects With adult support, talk about what is created Uses materials in role and pretend play Makes safe use of range of tools, materials and techniques and talks about own work with adult support.</p>

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<p>Being Imaginative and Expressive</p>	<p>Begins to participate in action songs and rhymes, dancing, and music making          Begins to develop more complex narratives in small world and role play          Begins to create movements, role play, songs, music          Plays, shares and performs songs, music and dance          Builds a repertoire of performance arts such as songs, dance, role play.</p>	<p>Participates in a wider range of action songs and rhymes, dancing, and music making          Begins to develop complex narratives in small world and role play          Creates movements, role play, songs, music during play          Begins to share songs, music and dance</p>
<p>End Outcome</p>	<p>Teddy bear picnic – invite parents in to meet their special friends, bring favourite foods from home and special teddy bear</p>	<p>Christmas party and taking a role in the whole school Christmas production</p>

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Spring	What is in this egg?	What Can We See In Spring?
<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>	What do dinosaurs look like? Create and name dinosaur activity.	Planting beans Visiting a garden centre
<b>Trips/visits</b>	Dinosaur workshop	Visit grow your own farm to collect fruit and vegetables which will be used in cooking within class.
<b>Key Texts</b>	Lulu Gets a Pet by Anna McQuinn Fleabag by Helen Stephens Oi Frog! by Kes Gray The Very Hungry Caterpillar by Eric Carle Farmer Duck by Martin Waddell Baby Goz by Stephen Weatherill Trouble at the Dinosaur Café by Brain Moses and Garry Parsons Stomp, Dinosaur, Stomp! By Marget Mayo and Alex Ayliffe Ten Terrible Dinosaurs by Paul Stickland The Dirty Great Dinosaur by Martin Waddell	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 The Enormous Potato by Aubrey Davis Jasper's Beanstalk by Nick Butterworth Yucky Worms by Vivian French
<b>Listening, Attention and Understanding</b>	Listening to stories, songs, rhymes and non-fiction texts. Maintain listening for longer periods of time. Responding to multi-step instructions. Taking part in small group and whole class discussion. Making comments about what they have heard. Hold a conversation when engaged in back-forth exchanges with teachers and peers with some adult support.	Listening to stories, songs, rhymes and non-fiction texts. Maintain listening for longer periods of time. Responding to multi-step instructions. Taking part in small group and whole class discussion. Making comments about what they have heard. Hold a conversation when engaged in back-forth exchanges with teachers and peers with some adult support.
<b>Speaking</b>	Extending sentences with connectives such as and, but or then Use talk for a range of purposes – imagine, retell, discuss, expressing feelings and describing details.	Extending sentences with connectives such as and, but or then Use talk for a range of purposes – imagine, retell, discuss, expressing feelings and describing details.

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	<p>Acquires and use new vocabulary and social phrases. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Begin to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses with some support from teachers</p>	<p>Acquires and use new vocabulary and social phrases. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Begin to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses with some support from teachers</p>
<b>Self-Regulation</b>	<p>Talk about how you are feeling (Zones of Regulation). Recognises and identify different feelings such as sad, angry, worried, tired, sick, silly, happy and excited. Understand the reasons as to why we feel different ways Use strategies to stay calm independent Focus during play. Takes account of the feelings of others. Takes turns with others with increased independence. Share resources with others with increased independence. Has plans/wishes and works towards them delaying gratification if necessary Begins to show an ability to follow instructions involving several ideas or actions.</p>	<p>Talk about how you are feeling (Zones of Regulation). Recognises and identify different feelings such as sad, angry, worried, tired, sick, silly, happy and excited. Understand the reasons as to why we feel different ways Use strategies to stay calm independent Focus during play. Takes account of the feelings of others. Takes turns with others with increased independence. Share resources with others with increased independence. Has plans/wishes and works towards them delaying gratification if necessary Begins to show an ability to follow instructions involving several ideas or actions.</p>
<b>Managing Self</b>	<p>Follows rules and ways of sorting out conflict independently Chooses appropriate ways to be assertive, sometimes with adult help Typically manages hygiene, toileting and simple dressing with increased independence Developing confidence with unfamiliar activities Aware of boundaries and of behavioural expectations Shows some understanding that exercise, eating, sleeping and hygiene can affect health Is confident to try new activities</p>	<p>Follows rules and ways of sorting out conflict independently Chooses appropriate ways to be assertive, sometimes with adult help Typically manages hygiene, toileting and simple dressing with increased independence Developing confidence with unfamiliar activities Aware of boundaries and of behavioural expectations Shows some understanding that exercise, eating, sleeping and hygiene can affect health Is confident to try new activities Demonstrates greater perseverance and resilience in the face of challenge with increased independence</p>

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	Demonstrates greater perseverance and resilience in the face of challenge with some adult support	
<b>Building Relationships</b>	<p>Takes part in community activities – clearing up, giving out fruit, fetching resources</p> <p>Plays in larger groups of children</p> <p>Developing important social attributes such as kindness, sharing, and listening</p> <p>Takes account of views and needs of others in play and when working together co-operatively with lessened adult support</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others’ needs with some adult support</p>	<p>Takes part in community activities – clearing up, giving out fruit, fetching resources</p> <p>Plays in larger groups of children</p> <p>Developing important social attributes such as kindness, sharing, and listening</p> <p>Takes account of views and needs of others in play and when working together co-operatively with lessened adult support</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and to others’ needs with some adult support</p>
<b>Gross Motor</b>	<p>Manoeuvres scooters, trikes, bikes with increased confidence</p> <p>Confidently chooses right tool and movement for task in hand – spade for digging, crawling under an obstacle</p> <p>Uses and combines a range of movements</p> <p>Shows developing strength, co-ordination, balance, agility</p> <p>Developing accuracy with ball skills such as throwing, catching, kicking, passing, batting and aiming</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p>	<p>Manoeuvres scooters, trikes, bikes with increased confidence and accuracy</p> <p>Confidently chooses right tool and movement for task in hand – spade for digging, crawling under an obstacle</p> <p>Uses and combines a range of movements</p> <p>Shows developing strength, co-ordination, balance, agility</p> <p>Developing accuracy with ball skills such as throwing, catching, kicking, passing, batting and aiming</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p>
<b>Fine Motor Skills</b>	<p>Shows preference for a dominate hand</p> <p>Uses a range of one handed tools</p> <p>Maintains posture/core strength</p> <p>Holds pencil effectively to form recognisable letters which are correctly formed using the tripod grip frequently or consistently</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Uses a range of one handed tools showing preference of a dominate hand</p> <p>Maintains posture/core strength</p> <p>Holds pencil effectively to form recognisable letters which are correctly formed using the tripod grip frequently or consistently</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p>

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<b>Comprehension</b>	<p>Understands print has meaning</p> <p>Repertoire of stories which they can retelling using their own words.</p> <p>Reads own name label, logos, signs, choosing books/materials to read independently</p> <p>Reads a wider range of familiar words</p> <p>Reads and responds to words/phrases on notices/texts</p> <p>Uses ideas/characters/vocab from stories in role play and discussion</p> <p>Suggests what might happen next</p> <p>Begins to anticipate – where appropriate – key events in stories</p>	<p>Understands print has meaning</p> <p>Repertoire of stories which they can retelling using their own words.</p> <p>Reads own name label, logos, signs, choosing books/materials to read independently</p> <p>Reads familiar words</p> <p>Reads and responds to words/phrases on notices/texts</p> <p>Uses ideas/characters/vocab from stories in role play and discussion</p> <p>Suggests what might happen next</p> <p>Begins to anticipate – where appropriate – key events in stories</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words</p>
<b>Word Reading</b>	<p>Fills in missing words from rhymes and songs</p> <p>Claps words in rhymes</p> <p>Begins to clap syllables in rhymes</p> <p>Reads letters by saying their sounds</p> <p>Reads few common exception words</p> <p>Reads simple phrases</p> <p>Read words consistent with their phonic knowledge by sound-blending</p>	<p>Fills in missing words from rhymes and songs</p> <p>Claps words in rhymes</p> <p>Begins to clap syllables in rhymes</p> <p>Reads letters by saying their sounds</p> <p>Reads few common exception words</p> <p>Reads simple phrases</p> <p>Read words consistent with their phonic knowledge by sound-blending</p>
<b>Writing</b>	<p>Uses different kinds of marks for writing and for drawing/painting</p> <p>Uses letter strings for writing</p> <p>Writes some letters correctly, for example from own name</p> <p>Forms lower case and capital letters of learned sounds correctly</p> <p>Spells short words by segmenting the sounds</p> <p>Writes simple phrases</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>Uses different kinds of marks for writing and for drawing/painting</p> <p>Uses letter strings for writing</p> <p>Writes some letters correctly, for example from own name</p> <p>Forms lower case and capital letters of learned sounds correctly</p> <p>Spells short words by segmenting the sounds</p> <p>Writes simple phrases</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>
<b>Number</b>	<p>Begins to understand the concept of zero.</p> <p>Matches numeral with number with increased confidence</p> <p>Counts accurately forwards and backwards with increased reliability in practical contexts</p>	

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## Long Term Curriculum Map EYFS

	<p>Spot errors in a counting sequence with improved accuracy</p> <p>Subitises to 5</p> <p>Begin to use counting on as a strategy for adding two sets.</p>	
<b>Numerical Patterns</b>	<p>Identify positions in a queue</p> <p>Begin to use ordinal numbers.</p> <p>Notices numerals which are same such as their age, house number and phone number</p> <p>Notices number patterns in stories and songs for example The Enormous Turnip, Five Green Bottles and The Hungry Caterpillar</p> <p>Notices things that are the same and those that are different – spot the odd one out</p> <p>Begins to recognise which group has more even when the group contains different sizes.</p> <p>Begins to develop confidence with different arrangements of number for example using 10 frames, part, part whole models and number bond diagrams.</p>	
<b>Shape, Space and Measures</b>	<p>Selects, rotates and manipulates shapes in construction and creating ABB, ABC or AABC patterns and sculptures</p> <p>Continues, copies and creates ABB, ABC or AABC patterns</p> <p>Begin to spot mistakes in ABB, ABC or AABC patterns.</p> <p>Makes comparisons of height and capacity using appropriate vocabulary such as taller, longer, shorter than, full, empty, half full, nearly full and nearly empty.</p> <p>Measure with improved accuracy by lining up the starting points.</p> <p>Begins to select an appropriate non-standard unit of measure sometimes with adult support.</p> <p>Makes comparisons of height and capacity by eye</p> <p>Continue to use the language of time when sequencing their day.</p> <p>Construction, building, junk modelling – manipulates 2D &amp; 3D shapes and uses some names and descriptive language with increased confidence – round, straight, corners, sides</p> <p>Identify regular and irregular 2D shapes and their attributes.</p> <p>Manipulate, rotate and flip shapes.</p> <p>Begin to recognise cubes, cuboids, cylinder and spheres.</p>	
<b>Pat and Present</b>	<p>Shows interest in the lives of people who are familiar to them</p> <p>Shows interest in different occupations and ways of life through role play, visitors and stories</p> <p>Comments on photographs, pictures in books</p>	<p>Shows interest in the lives of people who are familiar to them</p> <p>Comments on photographs, pictures in books</p> <p>Notices and comments on differences between now and then drawing on their own experiences</p>

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	<p>Notices and comments on differences between now and then drawing on their own family experiences</p> <p>Comments on pictures, stories, oral tales, artefacts, buildings from past</p> <p>Comments on differences/similarities from the past of artefacts, buildings, people, stories within their own lives</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;</p> <p>Begin to understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Comments on differences/similarities from the past of artefacts, and stories within their own lives</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences.</p>
<b>People Culture and Communities</b>	<p>Talks about special times or events for family</p> <p>Is interested in the special times or events of friends</p> <p>Recognises people have different beliefs and ways of celebrating</p>	<p>Talks about special times or events for family</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>
<b>The Natural World</b>	<p>Talks about things they have seen and explored such as plants, animals, natural objects and materials</p> <p>Comments and asks questions about the natural world, seasons and talks about why things happen</p> <p>Developing understanding of the cycle: growth, decay and changes. Shows care and concern for living things and environment</p> <p>Understands the effects of changing seasons on natural world around them, and changes in materials, such as caused by changes in temperature and cooking</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Talks about things they have seen and explored such as plants, animals, natural objects and materials</p> <p>Comments and asks questions about the natural world, seasons and talks about why things happen</p> <p>Developing understanding of the cycle: growth, decay and changes. Shows care and concern for living things and environment</p> <p>Explores natural world -collects, smells, listens, records</p> <p>Talks about features of plants, animals, materials, environments</p> <p>Understands the effects of changing seasons on natural world around them, and changes in materials, such as caused by changes in temperature and cooking</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p>

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## Long Term Curriculum Map EYFS

		Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<b>Creating with Materials</b>	<p>Explores colour, textures and constructions using range of materials</p> <p>Becomes involved in pretend play using pretend objects</p> <p>Talks about what is created and how</p> <p>Creates colour, texture, form, design in their work</p> <p>Uses and creates props and uses materials in role and pretend play</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p>Explores colour, textures and constructions using range of materials</p> <p>Becomes involved in pretend play using pretend objects</p> <p>Talks about what is created and how</p> <p>Creates colour, texture, form, design in their work</p> <p>Uses and creates props and uses materials in role and pretend play</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>
<b>Being Imaginative and Expressive</b>	<p>Participates in action songs and rhymes, dancing, and music making</p> <p>Confidently develop complex narratives in small world and role play</p> <p>Begins to adapt musical and performance techniques learnt</p> <p>Choreographs own dance, develops narratives in role play and story telling, composes own music</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Participates in action songs and rhymes, dancing, and music making</p> <p>Confidently develop complex narratives in small world and role play</p> <p>Begins to adapt musical and performance techniques learnt</p> <p>Choreographs own dance, develops narratives in role play and story telling, composes own music</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
<b>End Outcome</b>	<p>Dinosaur dig – dig for fossils (which the children have created) in the sand pit.</p> <p>Write a fact file for their dinosaur.</p>	Tallest beanstalk competition

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## Long Term Curriculum Map EYFS

Summer	Will You Read Me a Story?	Where in the world Are We?
<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>	Storytelling workshop	Tickets and suitcases containing artefacts and clues based upon chosen country.
<b>Key Texts</b>	The Paper Bag Princess by Robert Munsch The Knight who wouldn’t fight by Helen Docherty There is No Dragon in This Story by Lou Carter Who’s At the Door? By Jonathan Allen Who’s for Dinner by Claire Freedman & Nick East Mixed Up Fairy Tales by Hilary Robinson and Nick Sharratt Once Upon a Time by Nick Sharratt Jack and the Beanstalk - Ladybird Favourite Tales by Audrey Daly and Martin Salisbury Plus a range of traditional tales	Books linked to countries chosen – these will have a hot or cold country focus
<b>Listening, Attention and Understanding</b>	Listening to stories, songs, rhymes and non-fiction texts. Maintain listening for longer periods of time. Responding to multi-step instructions. Taking part in small group and whole class discussion. Making comments about what they have heard. Hold a conversation when engaged in back-forth exchanges with teachers and peers.	Listening to stories, songs, rhymes and non-fiction texts. Maintain listening for longer periods of time. Responding to multi-step instructions. Taking part in small group and whole class discussion. Making comments about what they have heard. Hold a conversation when engaged in back-forth exchanges with teachers and peers.
<b>Speaking</b>	Acquires and use new vocabulary and social phrases. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	Acquires and use new vocabulary and social phrases. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

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## Long Term Curriculum Map EYFS

	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<b>Self-Regulation</b>	<p>Talk about how you are feeling (Zones of Regulation).</p> <p>Takes turns with others.</p> <p>Share resources with others.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Talk about how you are feeling (Zones of Regulation).</p> <p>Takes turns with others.</p> <p>Share resources with others.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Discuss feelings regarding transition in their new class</p>
<b>Managing Self</b>	<p>Chooses appropriate ways to be assertive</p> <p>Demonstrate confidence with unfamiliar activities</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Chooses appropriate ways to be assertive</p> <p>Demonstrate confidence with unfamiliar activities</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Adapt to new routine and changes in preparation for their new class.</p> <p>Discuss strategies that can be applied to periods of change and transition</p>
<b>Building Relationships</b>	<p>Takes part in community activities with pride</p> <p>Plays in groups with other children</p>	<p>Takes part in community activities with pride</p> <p>Plays in groups with other children</p>

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## Long Term Curriculum Map EYFS

	Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs.	Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs.
<b>Gross Motor</b>	Uses and combines a range of movements Capable with ball skills – throwing, catching, kicking, passing, batting and aiming Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Uses and combines a range of movements Capable with ball skills – throwing, catching, kicking, passing, batting and aiming Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
<b>Fine Motor Skills</b>	Shows preference for dominant hand Uses small motor skills – tools: pencils, brushes, scissors, cutlery competently and safely Maintains posture/core strength Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.	Shows preference for dominant hand Uses small motor skills – tools: pencils, brushes, scissors, cutlery competently and safely Maintains posture/core strength Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.
<b>Comprehension</b>	Reads own name label, logos, signs, choosing books/materials to read independently Reads familiar words Reads and responds to words/phrases on notices/texts Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Reads own name label, logos, signs, choosing books/materials to read independently Reads familiar words Reads and responds to words/phrases on notices/texts Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

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<b>Word Reading</b>	<p>Follows text from left to right</p> <p>Hears sounds that are the same – such as first sound of own name</p> <p>Reads common exception words that they have been taught</p> <p>Reads simple phrases</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Follows text from left to right</p> <p>Hears sounds that are the same – such as first sound of own name</p> <p>Reads common exception words that they have been taught</p> <p>Reads simple phrases</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>
<b>Writing</b>	<p>Writes simple phrases and sentences with full stops and capital letters</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Writes simple phrases and sentences with full stops and capital letters</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others.</p>
<b>Number</b>	<p>Reciting numbers, uses random numbers in songs and games</p> <p>Counts accurately in a range of practical contexts</p> <p>Begins mathematical mark making</p> <p>Matches numeral with number</p> <p>Have a deep understanding of number to 10, including the composition of each number</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	
<b>Numerical Patterns</b>	<p>Compares amounts – less, more, same as, up to 10</p> <p>Recognises composition/bonds of 2, 3, 4 and 5 in context</p> <p>Shares in context</p> <p>Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p>	

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	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
<b>Shape, Space and Measures</b>	<p>Recognises similar shapes, puts away equipment – matches the shadow</p> <p>Construction, building, junk modelling – manipulates 2D &amp; 3D shapes and uses some names and descriptive language – round, straight, corners, sides</p> <p>Responds to positional and time language – eg Bear Hunt, shape language – round, big, small, days of week, late , early, first, next, after</p> <p>Makes comparisons of weight, capacity, height, length by eye and feel</p> <p>Selects, rotates and manipulates shapes in construction and creating patterns and sculptures</p> <p>Demonstrates correct use of mathematical vocabulary in a range of practical scenarios.</p> <p>Can recognise some coins.</p> <p>Compares and measures – weight, capacity, height, length</p> <p>Recognises meaningful times such as 12 o clock lunchtime, home time, bed time</p>	
<b>Pat and Present</b>	<p>Shows interest in the lives of people who are familiar to them</p> <p>Comments on photographs, pictures in books</p> <p>Notices and comments on differences between now and then drawing on their own family experiences</p> <p>Comments on pictures, stories, oral tales, artefacts, buildings from past</p> <p>Comments on differences/similarities from the past of artefacts, buildings, people, stories within their own lives</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</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Shows interest in the lives of people who are familiar to them</p> <p>Comments on photographs, pictures in books</p> <p>Talk about the lives of the people around them and their roles in society</p>
<b>People Culture and Communities</b>	<p>Talks about special times or events for family</p> <p>Is interested in the special times or events of friends</p> <p>Knows about their own environment and other places/countries through visits, pictures and family experiences</p> <p>Knows about features of local and other environments including other countries</p>	<p>Talks about special times or events for family</p> <p>Is interested in the special times or events of friends</p> <p>Notices differences between their family cultures and those of others</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>

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## Long Term Curriculum Map EYFS

	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
<b>The Natural World</b>	<p>Comments and asks questions about the natural world, seasons and talks about why things happen</p> <p>Shows care and concern for living things and environment</p> <p>Talks about features of plants, animals, materials, environments</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Comments and asks questions about the natural world, seasons and talks about why things happen</p> <p>Shows care and concern for living things and environment</p> <p>Talks about features of plants, animals, materials, environments</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<b>Creating with Materials</b>	<p>Becomes involved in pretend play using pretend objects</p> <p>Creates colour, texture, form, design in their work</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have uses</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Becomes involved in pretend play using pretend objects</p> <p>Creates colour, texture, form, design in their work</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have uses</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
<b>Being Imaginative and Expressive</b>	<p>Participates in action songs and rhymes, dancing, and music making</p> <p>Begins to develop complex narratives in small world and role play</p>	<p>Participates in action songs and rhymes, dancing, and music making</p> <p>Begins to develop complex narratives in small world and role play</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p>

*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 and other celebrations will be planned for throughout the year as they occur, these include: Harvest, Diwali, Bonfire Night, Remembrance Day, Hanukkah, Christmas, Lunar New Year, Mothering Sunday and Easter.*



## Long Term Curriculum Map EYFS

	Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
<b>End outcome</b>	Fairy Tale Day	Whole school food festival – parents are invited to bring into school and share food associated with their home country Class assembly

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