

Early Years Foundation Stage Long Term Curriculum Map

	Autumn 1 Marvellous Me!	Autumn 2 Back in time when . . .	Spring 1 What's out there?	Spring 2 Good and Bad	Summer 1 What a wonderful world!	Summer 2 What comes next?
Key Texts TFW	Focus writing genre: Simple Narrative Traditional tales	Focus writing genre: Non Chron(information) reports The egg	Focus writing genre: Instructions Whatever next	Focus writing genre: Defeating the villain narrative Supertato	Focus writing genre: Recounts Scaredy Squirrel	Focus writing genre: Journey narrative Max's Pirate Adventure
Communication and Language	Engaging in conversation Respond to conversations Ask questions	Explain Speak in full sentences Articulate and speak clearly	Describe Sentences and conjunctions	Predict and give explanations	Recount and retell Using conjunctions	Past, present and future forms
Personal, Social and Emotional Development	Form good bonds with adults and peers Manage basic Hygiene Manage basic feelings	Develop confidence in new activities Developing patience	Following instructions Responding appropriately	Know right from wrong Show empathy to the feelings of others	Work and play cooperatively Take turns	Be resilient and persevere Set and work towards own goals
Physical Development	Cutlery use Paint brushes Digging, scooping, pouring Awareness for other around them	Button and clothing Dominant hand	Pressure on paper Tracing and copying/mimicking movements	Winning and loosing Healthy diet Oral hygiene	Threading, tweezers and manipulation Scissor skills (fine motor focus)	Accuracy and secure tripod grip
Skills to be taught and developed through PE sessions – Negotiating space and obstacles, strength, balance, co-ordination, run, jumping and landing, climbing, skipping, ball skills including, throwing, catching, aiming, dribbling, pushing, patting, kicking, dance, moving to music and gymnastics.						
Literacy	Recognising name Introducing RWI – Read all set 1 sounds. Give meaning to marks Joining in with rhymes and repeated refrains /repetition	Retelling stories using story maps Using new vocabulary Writing name Beginning to form recognisable letters red words Recall key events and anticipate RWI- Read all set 1 sounds, blend sounds into words orally.	RWI – blend sounds to read words; read short ditty stories Creating own story maps by retelling stories Segment and blend to read words. Identifying sounds in words when writing, in correct order and correctly formed letters. Beginning to create simple sentences Introduce and use connectives.	Innovating story maps to create own story. Write simple sentence which can be read by others. Predict what might happen next Create own story ending Reading simple sentences and sight words. RWI – Read red storybooks and red words the, I, no, of, my, for, he.	Read green storybooks, read some set 2 sounds and red words your, said, you, be, are Introduce – determiners, prepositions, adjectives, adverbs and similes (Terms 5 and 6) beginning sentence structure- Capital letters, full stops, finger spaces	Checking own sentences. Reading and writing 10+ digraphs Read green or purple storybooks and red words to, me, go, baby, paint
Mathematics	(NCETM/Whiterose) Match and sort, Compare Amounts, Representing, comparing and composition of 1, 2 and 3, Representing numbers to 5, One more and one less, Compare size, mass and capacity, Exploring pattern, Circle and triangles and positional language, Shapes with 4 sides and time.		(NCETM/Whiterose) Introducing '0', Comparing numbers to 5 then 10, Composition of 4 and 5, Compare mass and capacity, 6, 7,8, 9 and 10, Making pairs, Combining 2 groups, Length, height and time, Number bond to 10, 3d shape, Pattern.		(NCETM/Whiterose) Building numbers beyond 10, Counting patterns beyond 10, Spatial reasoning, Match, Rotate and Manipulate, Compose and decompose, Visualise and build and mapping, Adding more and taking away, Doubling, Sharing and grouping, even and odd, Deepening understanding, Patterns and relationships.	
Understanding of the World	Know about significant individual Draw on own life story and those familiar.	Use books and stories to find out. How has time changed (include technology) Placing events in chronological order.	Maps Observation and discussions about their local environment	Stories – fiction and non-fiction Occupations	Explore the world around them Changing states Changing seasons Cycling, weather and planting. Animal and their habitats	Compare and contrast past, present and future. Vocabulary and ability to communicate through art Self expression
Expressive Arts and Design	Songs, nursery rhymes Role play Self portraits	Using resources and available props Using and adapting familiar narratives Learn new songs and explore with instruments (nativity)	Manipulate and explore the various materials, mediums and forms using a variety of tools and techniques safely.	Experimenting with mixing colours, texture, form and function.	Child share their creation and explain/recount how they got there.	Children expressing how they can develop and adapt their own work.
Characteristics of Effective Learning and Teaching	Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/careers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.					
'Wow' Moments	Introducing the fish to the classroom Mini-me introduction Grand opening of Forest School	Nativity Footprints in the classroom Dinosaurs eggs found Class advent calendar	Spaceship landing in the classroom Walking to the post box and the local area Baking	Someone captured by the evil peas Classroom ruined and police visit Fire engine visit Dentist visit	Butterflies Chicks Their own planting Westlodge Farm	Messages from the Year 1 teachers Challenges from Year 1 Visits from year 1 children Creative/Art week
Texts/Books to share!	The colour monster The colour monster goes to school Where's my teddy It's the bear The Bear in the cave Peace at last Seaweed soup This is our house The lion who wanted to love Fox makes friends	Harry and the dinosaurs collection The dinosaur popped a planet The egg The Bog baby Tyrannosaurs drip Can't you sleep little bear The bad tempered ladybird What they ladybird heard Dinosaurs love underpants The dinosaurs diary	Aliens love underpants Whatever next How to catch a star Water boy The day the crayons came home All are welcome A squash and a squeeze Handa's surprise Going on a bear hunt	Zog The gingerbread man The three little pigs Cinderella Goldilocks Superkid Supertato veggies assemble The very hungry caterpillar Blue Chameleon Various comic books	Doing the animal bop The plastic bottle The cardboard box The lion inside Giraffes can't dance Wave The best cow in show Superworm Speckle the spider The love bug	The Far away tree You choose The lonely beast Dear teacher Lost and found The journey home In a while crocodile Chilly billy Rosie's walk
Parental Engagement	Parents evening Growing beanstalk	Coming to see nativity Craft morning	Reports Supporting local walk	Parents coming in to talk about their jobs and role/record a video.	Supporting school trip Reports	Picnic Sports day Class assembly End of year reports

These open 'Themes' may be adapted at various points throughout the year to allow for children's interests and current levels of development to flow through the provision and Adult focus learning.