

EYFS Long term plan/ progression map

Intent

The intent of the Early Years Curriculum is to ensure children reach the early learning goals of the National Curriculum and the Development Matters document. Children will gain a greater understanding in the prime and specific areas across the curriculum as they learn vital skills, that they will develop throughout their school life. Over the course of the year knowledge is built upon forming a spiral curriculum, each term progress of children should build upon previous knowledge. During the Autumn term it is essential to ensure children are settled into their learning environment where they feel safe and secure. We begin the term with an 'All about me' topic, to allow the children to learn about themselves, teachers, and their peers. Learning through play is a crucial element to the Early Years setting as it allows children to develop language skills, emotions, creativity, and social skills. Play helps to nurture imagination and gives children a sense of adventure. Through this, they can learn essential skills such as problem solving, working with others, and sharing. Children should be supported in all areas and differentiation should be clear throughout, in order to challenge and support children effectively. Observations should be carried out weekly on all children and should be linked to areas of the Development Matters document. Next steps should be planned efficiently, and children should be made aware of these next steps. This curriculum should provide experiences that children may not have incurred before and we aim to provide a commitment to developing key vocabulary to close the word gap ready for the next phase of learning. The curriculum should continually be adapted accordingly to cater for the children's needs and should also be tailored to individual children. The curriculum should be reviewed yearly and should be changed to support the needs of the new intake.

Implementation

To implement this curriculum, we ensure to plan learning activities that build on children's knowledge and interest. Focus activities should be planned to complement the curriculum and link to the stages of their development. Challenge should be prominent throughout and all learning activities should have opportunity for challenge. Next steps are vital to inform future planning and to ensure the child needs are met, they also allow children to take ownership over their own learning. Support will be put in place for children who are not meeting their expected stages, and this will be in the form of; focus groups, 1:1 learning, Learning Support Assistants, and one plans for specific children. Observations form a large part of assessment within this scheme of work and this is shown through tracking documents. Teacher judgements are also a prominent part of assessment and these are based upon observations, children's work, student feedback and questioning.

Impact

You will see the impact of this curriculum by the progress the children make each term. By the end of the year we aim for the children to meet their Early Learning Goals outlined in the curriculum. By looking at observations on Tapestry, work in the children's books and speaking to the pupils, their learning and achievements will be clear. The children are encouraged to take a risk with their learning, by challenging themselves in their learning/ play. Challenge questions are placed throughout the Early Years setting for the children to do.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Learning Challenge Question | What do I know about me? Is everybody's house the same? Pets? | Why are there so many leaves on the ground? Why is it always cold in winter? | Who are the famous characters inside my books? How can we help Cinderella go to the ball? | Should Goldilocks say sorry? Twinkle, twinkle little star how I wonder what you are. | Are all minibeasts scary? What animals would you find in Africa/Jungle? | What type of creatures lived a long time ago? Who can I ask for help? |
| WOW | Baby pictures Baby clinic role-play. Hall of crazy mirrors. Walk in the local area looking at people's homes. Vets | Trip to the local woods- play with leaves, explore, den making. Freeze some of the children's toys. | The Jolly postman delivers letters to read. Dress as Cinders and let the children ask questions. | Incident for the children to investigate. Watch a trip around the universe on the board. | Visit from a minibeast expert bringing large and small insects to look at and handle. Dress up as your favourite animal from Africa/Jungle | Finding fossils in the sand. Visits from different people who help. |
| Special events | Harvest | Remembrance Day Bonfire Night Diwali Christmas | Chinese New Year | Mother's Day Easter | | Sports Day |

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| Text Suggestions | What I like about me. The three little pigs. | Leaf man Lost and Found. | The Jolly Postman Cinderella | Goldilocks and the three bears. On the moon. | The bad-tempered ladybird. Handas surprise/rumble in the Jungle. | Dinosaurs. We work at the hospital. |
| Phonics | Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l New tricky words is I the | Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags) New tricky words put* pull* full* as and has his her go no to into she push* he of we me be | Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words New tricky words was you they my by all are sure pure | Phase 3 graphemes Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end No new tricky words Review all taught so far | Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est New tricky words said so have like some come love do were here little says there when what one out today | Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words No new tricky words Review all taught so far |
| Maths | Getting to know you Just like me! Number- match and sort, compare amounts Measure, shape and spatial thinking- compare size, mass and capacity, exploring pattern | It's me 1, 2 3! Number- representing 1, 2 and 3, comparing 1, 2 and 3 and composition of 1, 2 and 3 Measure, shape and spatial thinking- circles and triangles, positional language Light and dark Number- representing numbers to 5, one more and one less Measure, shape and spatial thinking- shapes with 4 sides, time Consolidation | Alive in 5! Number- introducing zero, comparing numbers to 5, composition of 4 and 5 Measure, shape and spatial thinking- compare mass, compare capacity Growing 6, 7 and 8 Number- 6, 7, 8, making pairs, comparing 2 groups Measure, shape and spatial thinking- length and height, time | Building 9 and 10 Number- 9 and 10, comparing numbers to 10, bonds to 10 Measure, shape and spatial thinking- 3d shape, pattern Consolidation | To 20 and beyond Number- building numbers beyond 10, counting patterns, beyond 10 Measure, shape and spatial thinking- spatial reasoning, match, rotate, manipulate First Then Now Number- adding more, taking away Measure, shape and spatial thinking- spatial reasoning, compose and decompose | Find my pattern Number- doubling, sharing and grouping, even and odd Measure, shape and spatial thinking- spatial reasoning, visualise and build One the move Number- deepening understanding patterns and relationships Measure, shape and spatial thinking- spatial reasoning, mapping |
| UW | Houses- different houses through history. Special times and events that have happened to them. Qualities that make them unique. Senses. Materials for houses. | Weather History of Christmas- different toys, food, clothes etc. Christmas around the world Understanding about growth, decay and changes over time. | Kings, Queens, Princesses, Knights | Bears/ growth Space Why didn't the 3 Bears all like the same things? | Minibeasts and habitats. Animals Traditions for African people. | Animals that lived millions of years ago. What was it like? How has our environment changed? How are humans influencing that? What are people in the community doing to help? |
| EAD | Faces and portraits | Collage | Printing | Clay | Still life | Colour mixing |
| PD | What can I do with my body? Dough disco | Fine motor skills/ funky fingers Dough Disco Throwing and catching | Movement to music Negotiating space. | Manipulating clay Pushing, patting, throwing, catching and kicking. | Self-help skills Control and co-ordination | Pencil control Hopping and skipping. |

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| PE | <p>Ball skills</p> <p>I can kick a large ball. I can catch a large ball. I can show increasing control of an object when pushing, patting, throwing, catching or kicking.</p> | <p>Gym (Apparatus)</p> <p>I can climb confidently and begin to pull themselves up on equipment. I can mount stairs, steps or climbing equipment using alternate feet. I can jump off an object and land appropriately. I can travel with confidence and skill around, under and over balancing and climbing equipment.</p> | <p>Dance</p> <p>I can move freely with pleasure and confidence in a range of ways. E.g. slithering, shuffling, rolling, crawling, walking, running, jumping, sliding, hopping. I can experiment with different ways of moving.</p> | <p>Multi-sport/Team Games</p> <p>I can negotiate space successfully in racing and chasing games with others. I can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. I can throw a ball. I can catch a ball.</p> | <p>Gym (rolls and jumps)</p> <p>I can squat with steadiness to rest or play with an object on the ground. I can rise to feet without using hands. I can stand on one foot.</p> | <p>Athletics and sports day prep.</p> <p>I can safely run on whole foot. I can vary pace depending on distance. I can do a basic jump and hop</p> |
| C&L | Listening Skills, Social Skills & Introduction of new vocabulary. Reciting familiar stories, circle time, show and tell, make use of daily opportunities Helicopter stories | | | | | |
| PSED | New beginnings: All about me; feelings and social skills. | Getting on and falling out: Friendship; working together; resolving conflict. | Going for goals: Setting a goal; Persistence. | Good to be me; managing my feelings; standing up for myself; safer stranger. | Relationships: Understanding the feelings of others; making choices. | Changes: Understanding the feelings of others; making choices. |
| RE | <p>Being special - where do we belong? <u>Making sense of belief</u> I know some religious stories</p> <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> I know what happens at a traditional Christian infant baptism and dedication I know what happens when a baby is welcomed into a religion other than Christianity <p><u>Making connections</u></p> <ul style="list-style-type: none"> I know about my own personal experiences I know about events in my life that have made me feel special <p>Harvest Festival Sukkot .</p> | <p>Why is Christmas special for Christians? <u>Making sense of belief</u> know the belief that God came to earth as Jesus</p> <p><u>Understand the impact</u> I know what happens at a traditional Christian festival (Christmas)</p> <p><u>Making connections</u></p> <ul style="list-style-type: none"> know people who are special to me I know what makes my family and friends special to me <p>I know about my personal experiences of Christmas</p> <p>Celebrations Diwali Advent Hanukkah Christmas- the birth of Jesus.</p> | <p>Which stories are special and why? <u>Making sense of belief</u></p> <ul style="list-style-type: none"> I know about some religious stories I know some religious words, e.g. about God I know the names of sacred text e.g. Bible, Torah <p><u>Understand the impact</u> I know about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying "thank you", and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right)</p> <p><u>Making connections</u></p> <ul style="list-style-type: none"> I know about my own feelings in the stories I hear <p>Epiphany Saints St Valentine's Day Shrove Tuesday Ash Wednesday</p> | <p>Why is Easter special for Christians? <u>Making sense of belief</u></p> <ul style="list-style-type: none"> I know stories connected with celebration of Easter I know Easter is a special time for Christians <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> I know some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc I know some ways Christians remember these stories at Easter <p><u>Making connections</u> I know about new life in nature</p> <p>Stories from Religious Traditions</p> | <p>Why is the word God so important to Christians? <u>Making sense of belief</u> I know some stories that talk about the world, God and human beings</p> <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> I know how and when Christians like to thank their creator <p><u>Making connections</u></p> <ul style="list-style-type: none"> I know about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world I know about the wonders of the natural world, expressing my ideas and feelings I know what people do to destroy the world and what they do to look after the world <p>Story of Creation Noah's Ark</p> | <p>Which places are special and why? <u>Making sense of belief</u> I know that for Christians, Muslims or Jews, these special things link to beliefs about God</p> <p><u>Understand the impact</u></p> <ul style="list-style-type: none"> I know religious people have places which have special meaning for them I know about the things that are special and valued in a place of worship <p><u>Making connections</u></p> <ul style="list-style-type: none"> I know somewhere that is special to me and say why it is a special place I know and use appropriate words to talk about my thoughts and feelings when visiting a church |
| Music | Charanga: Me! | Charanga: Everyone. | Charanga: My stories | Charanga: Big Bear Funk | Charanga: Our World | Charanga: Reflect, Rewind and Replay. |