

## 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 All About Me	Autumn 2 Autumn and Celebrations	Spring 1 People Who Help Us	Spring 2 Traditional Tales	Summer 1 Plants and growing	Summer 2 Dinosaurs
Learning Challenge Question	Is everybody's home the same?	Why are there so many leaves on the ground?	Who can I ask for Help?	Should Goldilocks say sorry?	How do things grow from seeds?	What type of creatures lived a long time ago?
WOW	Baby pictures Baby enhancement box. Hall of crazy mirrors. Walk in the local area looking at people's homes. Vets enhancement box.	Trip to the local woods- play with leaves, explore, den making. Freeze some of the children's toys.	Visitors from professions or parents who have interesting jobs. Class bear police incident for the children to investigate.	Dress up for World Book Day. 'Super Sentence Writer' of the week – wear a cape in class for the day.	Growing fruits and vegetables School trip (fruit picking/farm to fork)	Finding fossils in the sand
Special events	Harvest	Remembrance Day Bonfire Night Diwali Christmas	Chinese New Year Epiphany Saints St Valentine's Day Shrove Tuesday Ash Wednesday	Mother's Day Easter	Father's Day	Sports Day
Key texts	It's Okay to be Different Do you like?	Leaf Man Bears in the Night	The Very Helpful Hedgehog Dog Eat Dog	The Little Red Hen Jack and the Beanstalk	The Tiny Seed Jasper's Beanstalk	Dinosaur Roar The Dirty Great Dinosaur

	Peace at Last The Great Big Book of Families 'Large family series' Avocado Baby We're Going on a Bear Hunt Funnybones Little Rabbit Foo Foo The Elephant and the Bad Baby The Enormous Turnip	Let's Celebrate 5 days of Diwali The story of Rama and Sita Rama and Sita The Jolly Christmas Postman Christmas in Exeter Street Dear Santa Harvey Slumfenburger's Christmas Present	People Who Help Us- Firefighter People Who Help Us- Firefighter Tell Me a Dragon The Dragon Machine Holidays and Festivals: Chinese New Year The Race Across the River Superheroes- All sorts Eliot: Midnight Superhero Superhero ABC Supertato	Goldilocks That's Not a Daffodil The Odd Egg The Egg Drop Wakey-Wakey Spring for the Birds	Oliver's Vegetables The Very Hungry Caterpillar Tadpole's Promise Stickman Stanley's Stick	Linus the Vegetarian T.Rex Owls and Dinosaurs Dear Greenpeace Boris and Sid Meet a Shark
English (Hamilton Trust)	<b>Ourselves and our families:</b> Labels and Captions  <b>Patterns and Repetition:</b> Repetitive Chants and Rhymes  <b>Sharing the Harvest:</b> Lists and Storytelling	<b>Autumn Leaves:</b> Lists and Labels  <b>Celebrating Light and Dark:</b> Prepositions and Descriptors  <b>Christmas and Winter Traditions:</b> Greetings and Letters	<b>People Who Help Us:</b> Captions, Greeting Cards and Letters  <b>Dragons and Chinese New Year:</b> Captions and Banners  <b>Superheroes:</b> Descriptive Writing	<b>Fairy Tales:</b> Letters, Short Retellings of Fairy Tales  <b>Spring into Spring:</b> Captions, Labels and Non-Fiction	<b>Growing Plants:</b> Lists, Labels and Instructions  <b>Animal Lifecycles:</b> Labels Captions and Simple Report	<b>Dinosaurs:</b> Non-Fiction Texts and Stories  <b>Dear Greenpeace:</b> Letters and Postcards (YrR/1 planning)
Phonics (Little Wandle)	<b>Phase 2 graphemes</b> s a t p i n m d g o c k c k e u r h b f l  <b>New tricky words</b> is I the	<b>Phase 2 graphemes</b> 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)  <b>New tricky words</b> put* pull* full* as and has his her go no to into she push* he of we me be	<b>Phase 3 graphemes</b> ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words  <b>New tricky words</b> was you they my by all are sure pure	<b>Phase 3 graphemes</b> 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  <b>No new tricky words</b> Review all taught so far	<b>Phase 4</b> 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/, –est  <b>New tricky words</b> said so have like some come love do were here little says there when what one out today	<b>Phase 4 graphemes</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words  <b>No new tricky words</b> Review all taught so far
Maths	Getting to know you  Match, sort and compare  Talk about measure and patterns	It's me 1, 2 3!  Circles and triangles  1, 2, 3, 4, 5  Shapes with 4 sides	Alive in 5!  Mass and capacity  Growing 6, 7 and 8	Length, height and time  Building 9 and 10  Explore 3-D shapes	To 20 and beyond  How many now?  Manipulate, compose and decompose	Sharing and grouping  Visualise, build and map  Make connections  Consolidation
UW	Houses- different houses through history. Special times and events that have happened to them. Qualities that make them unique.	Weather History of Christmas- different toys, food, clothes etc. Christmas around the world Understanding about growth, decay and changes over time.	Job roles Emergency services Chinese New Year	Bears/ growth Why didn't the 3 Bears all like the same things? Kings, Queens, Princesses, Knights	Growing plants Lifecycles	Animals that lived millions of years ago. What was it like? How has our environment changed? How are humans influencing that?

	Senses. Materials for houses.					What are people in the community doing to help?
EAD	Faces and portraits	Collage	Printing	Clay	Still life	Colour mixing
PD	Fine motor skills/Finger Strong Throwing and catching	Gross motor – large equipment e.g. slides and bikes. What can I do with my body?	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.
PE	<p><b><u>Ball skills</u></b></p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</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><b><u>Gym (Apparatus)</u></b></p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</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><b><u>Dance</u></b></p> <p>Move more fluently and with developing control and grace. Combine different movements with ease and fluency.</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><b><u>Multi-sport/Team Games</u></b></p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</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><b><u>Gym (rolls and jumps)</u></b></p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Combine different movements with ease and fluency.</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><b><u>Athletics and sports day prep.</u></b></p> <p>Move more fluently and with developing control and grace.</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	Theology: Thinking through believing: What does the word God mean? Recognise simple religious beliefs or teachings. <ul style="list-style-type: none"> <li>• Talk about some aspects of a religious or belief story.</li> <li>• Introduce key theological vocabulary such as 'God'.</li> <li>• Recreate religious and belief stories through small world play.</li> <li>• Talk about sacred texts</li> </ul>		Philosophy: Thinking through thinking What is right? What is wrong? What is "good"? Raise puzzling and interesting questions about religious and belief stories. <ul style="list-style-type: none"> <li>• Raise puzzling and interesting questions about the world around them.</li> <li>• Talk about what concerns them about different ways in which people behave.</li> <li>• Say what matters to them or is of value.</li> <li>• Use their senses to investigate religion and belief</li> </ul>		Human/Social Sciences: Thinking through living How do people celebrate? What festivals and ceremonies have you taken part in? Identify simple features of religious life and practice in a family context. <ul style="list-style-type: none"> <li>• Recognise a number of religious words.</li> <li>• Know where some religious worldviews originated</li> <li>• Name some religious symbols.</li> <li>• Name some religious artefacts.</li> <li>• Talk about religious events that they see or hear about e.g. festivals, ceremonies.</li> <li>• Talk about what people wear because of their beliefs.</li> <li>• Visit a local place of worship. • Talk to someone who holds a particular religious or non-religious belief.</li> </ul>	
Music Charanga	Charanga: Me!	Charanga: Everyone.	Charanga: My stories	Charanga: Big Bear Funk	Charanga: Our World	Charanga: Reflect, Rewind and Replay.