

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
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
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.

Maths	Number and Place Value- numbers to 5 Addition and Subtraction- sorting into groups. Number and Place Value- Comparing groups Addition and Subtraction- Change within 5 Measurement- Time		Addition and Subtraction- Numbers to 5 Number and Place Value- Numbers to 10 Addition and Subtraction- Addition to 10 Geometry- Shape and Space.		Geometry- Exploring patterns Addition and Subtraction- count on and back Number and Place Value- Numbers to 20 Multiplication and Division- Numerical Patterns. Measurement- Measure	
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.
PE	Throwing and catching, basic invasion games.	Gymnastics Multi sports	Gymnastics Games-dribbling, kicking, hitting	Contemporary dance Throwing and catching	Bat and ball skills	Athletics and sports day prep.
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					
Phonics	Phase 1-3 Differentiated Groups					
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	What times are special and why? Christmas- the birth of Jesus. Harvest Festival		Which people are special and why? Easter- Death of Jesus.		Where do we belong? Noah's Ark	
Music	Charanga: Me!	Charanga: Everyone.	Charanga: My stories	Charanga: Big Bear Funk	Charanga: Our World	Charanga: Reflect, Rewind and Replay.