

EYFS Long Term Curriculum Map

	Autumn		Spring		Summer	
Topic	Super Special Me	Winter Wonderland	If you go down to the woods today...	Explorers	Come Outside...	And away we go ...
Focus Ideas	Transition into school Getting to know the children Baseline assessment Superheroes Link to occupations and people who help us	Learning about penguins Frozen Links to Christmas	Woodland animals Bear focus - non-fiction books	Exploring Chinese New Year Dinosaurs/ Safari animals Learning about the world/ countries	Minibeasts Farm animals and their young Plants Caterpillars to butterflies	Transition into year one Transport Space link
Key Texts	Busy People - People Who Help us books Supertato 10 Little Superheroes You Choose Elmer The Colour Monster The Way I Feel The Little Red Hen - Harvest Festival Link	Lost and Found Non-fiction Penguin books That's not my... books (Linked to winter topic - See Literacy Shed) Frozen Christmas Stories	Little Red Riding Hood Goldilocks and the Three Bears We're Going on a Bear Hunt Bear Stories - Teddy bears picnic Owl Babies (See Literacy Shed) The Gruffalo	Chinese New Year Stories Dinosaur books Safari Go Jettors World Maps/ Atlas	Mad about Minibeast Rhymes The Very Hungry Caterpillar Jasper's Beanstalk Life cycle of a Butterfly The Tiny Seed The Little Red Hen	Whatever Next! The Naughty Bus The Train Ride (See Literacy Shed) Books about transition/ Change
Role Play Area Ideas	Home corner (Linking home and school, creating a familiar environment) Superhero Lair	Post Office Santa's Workshop	Storytelling Station - The Three Bears house	Dinosaur Archaeological Centre Travel Agents	Garden Centre	Space station School Classroom
Trips/ Visitors	Little City to visit school Walk to the local park	Trip to the Zoo - The Penguin Experience	Walk to the local woodland area		Trip to the Farm	Year 1 class teacher to visit for story time.
Grand Finale/ Parental Engagement	Superhero Day	Christmas Party Children's Christmas Market Christmas Performance	Forest School day linked to a chosen story. Teddy bears picnic with parents	Explorers Showcase - Chinese dancing		Act out a story for parents and songs that link to the topic. Sports Day & Multi-skills

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Children's Interests	<i>It is important that we consider the children's interests when planning for topics. Across the year we will observe the children and set up activities based on their interest as well as ask them for ideas that we could follow during the topics. We will make note of these on the topic maps. We will update this on a regular basis during the term.</i>		
Characteristics of Effective Learning	<p>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.</p> <p>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.</p> <p>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.</p>		
Overarching Principles of the EYFS	<p>All children develop in different ways and development is not a linear or automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths. All children have agency and curiosity to learn, and will interact with other people and the world around them in different ways. Understanding these different ways of knowing about the world is central to understanding who children are and how best to support their development (<i>Birth to 5 Matters</i>).</p> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>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.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>		
EYFS Curriculum 2021	<p>The new EYFS curriculum consists of 4 age bands. There are elements of cross-over within the age bands across the three reception terms, however, at Stebbing, we mostly focus on 'Three and Four year olds are learning to..' during Autumn Term, 'Children in reception are learning to...' during the spring term and the Early Learning Goals are the focus of summer term. By following this long-term plan, all elements of the Early Years Foundation Stage should be covered by the end of the reception year.</p>		
Prime Areas			
Communication and Language	<ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Sing a large repertoire of songs. • Know many rhymes, be able to talk about 	<ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. - Learn new vocabulary. - Use new vocabulary throughout the day. - Ask questions to find out more and to check they understand what has been said to them. - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. - Describe events in some detail. -Use talk to help work out problems and organise 	<p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

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	<p>familiar books, and be able to tell a long story.</p> <ul style="list-style-type: none"> - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' - Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver. 	<p>thinking and activities, and to explain how things work and why they might happen.</p> <ul style="list-style-type: none"> - Develop social phrases. - Engage in story times. - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Use new vocabulary in different contexts. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>Speaking:</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - 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>Physical Development/ Physical Education Curriculum Overview</p>	<p>Autumn 1: First PE & Multi-Skills Autumn 2: Jungle Dance</p> <p>Balance Biking Curriculum to be followed throughout the school year.</p>	<p>Spring 1: Gymnastics & Tennis Spring 2: Dance & Three Tees Cricket</p> <p>Balance Biking Curriculum to be followed throughout the school year.</p>	<p>Summer 1 & 2: Swimming (Taught by Steve) & Physical Literacy (Taught by Nick)</p> <p>Balance Biking Curriculum to be followed throughout the school year.</p>
	<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities which they make up for themselves, or in teams. - Increasingly able to use and remember 	<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing -Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming (continue into summer term). - Combine different movements with ease and fluency. 	<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> - 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> <ul style="list-style-type: none"> - 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,

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	<p>sequences and patterns of movements which are related to music and rhythm.</p> <ul style="list-style-type: none"> - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, coordination and agility. -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>Fine Motor Skills:</p> <ul style="list-style-type: none"> - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop the foundations of a handwriting style which is fast, accurate and efficient. <ul style="list-style-type: none"> - Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes 	<p>paintbrushes and cutlery.</p> <ul style="list-style-type: none"> - Begin to show accuracy and care when drawing.
<p>Personal, Social and Emotional</p>	<ul style="list-style-type: none"> - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Increasingly follow rules, understanding why they are important. 	<ul style="list-style-type: none"> - See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - Manage their own needs - Personal hygiene - Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine & being a safe pedestrian. 	<p>Self-Regulation:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - 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>Managing Self:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong

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	<ul style="list-style-type: none"> - Remember rules without needing an adult to remind them - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing. 		<p>and try to behave accordingly.</p> <ul style="list-style-type: none"> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.
Specific Areas			
<p>Literacy</p>	<ul style="list-style-type: none"> - Understand the five key concepts about print: - <i>print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</i> - Develop their phonological awareness, so that they can: - <i>spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</i> - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read a few common exception words matched to the school's phonic programme. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Engage in extended conversations about stories, learning new vocabulary. - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name. - Write some letters accurately. 	<ul style="list-style-type: none"> - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. - Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. 	<p>Comprehension:</p> <ul style="list-style-type: none"> - 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. <p>Word Reading:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing:</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read

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	<p>- Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>**Bold statements have been taken from the next age band but are appropriate to the teaching of Essential Letters & Sounds Phonics Scheme this term.</p>				by others.	
<p>Phonics - Please see Essential Letters and Sounds for a full term by term breakdown of teaching</p>	<p>- Phase 1 Phonological Awareness games to be played throughout the term & as an intervention.</p> <p>Phase 2</p> <ul style="list-style-type: none"> - Oral blending - Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs) - 12 new harder to read and spell (HRS) words 	<p>- Phase 1 Phonological Awareness games to be played throughout the term & as an intervention.</p> <p>Phase 3</p> <ul style="list-style-type: none"> - Oral blending - Sounding out and blending with 29 new GPCs - 32 new HRS words - Revision of Phase 2 	<p>Continue Phase 3</p> <ul style="list-style-type: none"> - Oral blending - Sounding out and blending with 29 new GPCs - 32 new HRS words - Revision of Phase 2 <p>**Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenges from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children’s sounding out and blending skills.</p>	<p>Continue Phase 3</p> <ul style="list-style-type: none"> - Oral blending - Sounding out and blending with 29 new GPCs - 32 new HRS words - Revision of Phase 2 <p>**Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenges from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children’s sounding out and blending skills.</p>	<p>Phase 4</p> <ul style="list-style-type: none"> - Oral blending - No new GPCs - No new HRS words - Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc - Suffixes - Revision of Phase 2 and Phase 3 	<p>Phase 5 Introduction</p> <ul style="list-style-type: none"> - Introduction to Phase 5 for reading - 20 new GPCs - 16 new HRS words
<p>White Rose Maths Curriculum Overview</p>	<p>Getting to know you & Just like me!</p> <ul style="list-style-type: none"> - Maths Baseline Assessment/ getting to know the children - Matching and sorting - Comparing Amounts - Comparing size, Mass & Capacity 	<p>It’s me 1, 2, 3! & Light and Dark</p> <ul style="list-style-type: none"> - Representing 1, 2 & 3 - Comparing 1, 2 & 3 - Composition of 1, 2 & 3 - Circles and Triangles - Positional Language 	<p>Alive in 5! & Growing 6, 7, 8</p> <ul style="list-style-type: none"> - Introducing Zero - Comparing number to 5 - Composition of 4 & 5 - Comparing Mass - Comparing Capacity - 6, 7 & 8 - Combining 2 amounts 	<p>Growing 6, 7, 8 & Building 9 & 10</p> <ul style="list-style-type: none"> - Making Pairs - Length & Height - Time - Counting to 9 & 10 - Comparing numbers to 10 - Bonds to 10 - 3D-shapes - Spatial Awareness 	<p>To 20 and Beyond & First, then, now</p> <ul style="list-style-type: none"> - Building Numbers Beyond 10 - Counting Patterns Beyond 10 - Spatial Reasoning (1) - Match, Rotate, Manipulate - Adding More - Taking Away - Spatial Reasoning (2) - 	<p>Find My Pattern & On the Move</p> <ul style="list-style-type: none"> - Doubling - Sharing & Grouping - Odd & Even - Spatial Reasoning (3) - Visualise & Build - Deepening Understanding - Patterns & Relationships - Spatial Reasoning (4) -

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	- Exploring Pattern			- Patterns	Compose & Decompose	Mapping
<p>Maths statements - Following White Rose Documents</p>	<ul style="list-style-type: none"> - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Experiment with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Make comparisons between objects relating to size, length, weight and capacity. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. - Combine shapes to make new ones - an arch, a bigger triangle, etc. - Talk about and identifies the patterns around 			<ul style="list-style-type: none"> - Count objects, actions and sounds. - Subitise. - Link the number symbol (numeral) with its cardinal number value. - Count beyond ten. - Compare numbers. - Understand the 'one more than/one less than' relationship between consecutive numbers. - Explore the composition of numbers to 10. - Automatically recall number bonds for numbers 0–5 and some to 10. - Select, rotate and manipulate shapes to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Continue, copy and create repeating patterns. - Compare length, weight and capacity. 	<p>Number:</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - 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>Numerical Patterns:</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including even and odd, double facts and how quantities can be distributed equally. 	

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	<p>them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <ul style="list-style-type: none"> - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... 		
<p>Understanding the World - <i>There will be a lot of crossover throughout the three terms. The topics chosen will mean all statements are covered by the end of reception.</i></p>	<ul style="list-style-type: none"> - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Begin to make sense of their own life-story and family's history. - Show interest in different occupations. - Explore how things work. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things. - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. - Continue developing positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Draw information from a simple map. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them. 	<p>Past and Present:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - 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. - 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>The Natural World:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants.

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						<ul style="list-style-type: none"> - 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. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 			
Religious Education	Festivals: Harvest Halloween Bonfire night	Festivals: Diwali (Hinduism/ Sikhism Gurpurb (Sikhism; Guru Nanak's bday - Nov) Christmas	Festivals: Chinese New Year	Festivals: Easter Wesak (Buddhism; May) Eid al-Fitr (following Ramadan; May)	Festivals: Queen's Jubilee (some years)	Festivals: Eid al-Adha American Independence Day (4th July) Sporty festivals; Olympics, Euro, World Cup, Wimbledon etc.			
	<p>Special Me(<i>Special People & Special Words/Stories</i>):</p> <ol style="list-style-type: none"> 1. What makes me special? 2. My special people (family, friends, + pets) 3. Birthdays - when are our birthdays? 4. How do we make people feel special on a birthday? 5. Who are positive role models for us? 6. My special words - first words I spoke, read, wrote. ??? Ongoing/incidental 7. My special book - fave story, fave nursery rhyme. 		<p>Special Places</p> <ol style="list-style-type: none"> 1. My special home/s - why is it/are they special? 2. Favourite place/space at home & why? 3. Favourite places/spaces at school & why? ('camera for a day' opportunity) 		<p>Special Symbols & objects</p> <ol style="list-style-type: none"> 2. My special object/s - Show & Tell 3. Special animals that we resemble; being special ourselves. 		<p>Special Ways of Living:</p> <ol style="list-style-type: none"> 1. Order of events in a day 2. Order of events in a week 3. Special events in the year; leaving nursery, starting Wrens, Xmas play, Easter Egg hunt, Sports Day, Preparing to move to Robins class. 		<p>Special Things in Nature:</p> <ol style="list-style-type: none"> 1. Environmental walks 2. Patterns in nature 3. How did it get here?
Expressive Arts and Design	<ul style="list-style-type: none"> - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with 		<ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Watch and talk about dance and performance art, expressing their feelings and responses. 			<p>Creating with Materials:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive:</p>			

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different buildings and a park.

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

- 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.