

EYFS Long Term Curriculum Map 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All about me	Light and dark	People who help us	What can we grow?	Fairytales	Adventures around the world
Possible core texts	The Gingerbread Man Monkey Puzzle I'm Special...I'm Me. Elmer Room on the Broom Pumpkin Soup	We're going on a Leaf Hunt Owl Babies The Gruffalo Stick Man	Spinderella Mr Wolf's Pancakes The Colour Monster The Jolly Postman Cops and Robbers	Jack and the Beanstalk Supertato Handa's Surprise	The Very Hungry Caterpillar Fergal is Fuming	The Night Pirates Superworm Aliens love Underpants
Inspirational People	Rosa Parks Muhammed Ali	Frida Khalo Stephen Hawking	Captain Tom Moore Elton John	David Attenborough Greta Thunberg	Coco Chanel Hans Christian Anderson	Amelia Earhart Ernest Shakleton
Key experiences	Settling into school life. Getting to know school community.	Visit to St Anne's Church to learn about Nativity.	Visit from police/nurse/dentist (in line with the new guidance promoting oral hygiene)	Visit to Hall Hill Farm		Visit to the seaside
Seasonal Learning Opportunities	Harvest Autumn Black History Month	Halloween Bonfire Night Remembrance Day Diwali Winter Christmas	Chinese New Year Valentine's Day Pancake Day Lent	Spring Mother's Day Easter	Father's Day	Summer Sun Safety EYFS Graduation Transition into Y1

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		Nursery Rhyme Week				
Whole School Events	Recycle Week	Children In Need World Science Day Anti-Bullying Week Christmas Jumper Day	LGBT Month Safer Internet Day British Science Week World Book Day	Mental Health Awareness Week	Pride Month Healthy Eating Week	Sports Day Transition Day
<p>Within Reception the children are taught using a combination of focused teaching and child-initiated play. The areas of learning are mapped out below showing the progression of skills and the sequence in which individual skills are taught. Although some skills are specifically focused upon in a particular term, as shown, many of these skills are embedded throughout the year and are built upon throughout the year.</p>						
Communication and Language <ul style="list-style-type: none"> • Listening • Attention • Understanding 	<ul style="list-style-type: none"> • Listens with increasing attention and recall. • Can join in with rhymes, rhythms and refrains. • Can maintain attention and starts to sit quietly when appropriate. • Can use talk to organise, sequence and clarify ideas. 		<ul style="list-style-type: none"> • Able to follow directions and instructions. • Can listen and concentrate for a short time span. • Can develop narratives by connecting ideas. • Understands humour. • Responds to instructions including two part sequences. • Investigates senses and starts to answer how and why questions. 		<ul style="list-style-type: none"> • Able to follow a story without props and pictures. • Can use past, present and future tenses. • Answers how and why questions in response to information learnt. • Listens and responds to others ideas. • Can express themselves effectively, showing awareness of listeners needs. 	
Personal, Social and Emotional Development <ul style="list-style-type: none"> • Self Regulation • Managing Self • Building Relationships 	<ul style="list-style-type: none"> • To be aware of class rules and boundaries. • To ask for help. • To understand the importance of sharing and taking turns. • Show an interest in others play. • Confident to try new activities. • Understands consequences to their behaviour. • Talks about special times. • Enjoy taking responsibilities. 		<ul style="list-style-type: none"> • Form good relationships with children and familiar adults. • Demonstrate friendly behaviour. • Know the difference between right and wrong and understand actions affect others. • Communicates freely about home. • Can work as part of a group, being able to take turns. 		<ul style="list-style-type: none"> • Can talk about self-using positive language and talk about abilities. • Listens to others ideas. • Negotiate and solve problems independently. • Confident to speak about own wants opinions and interests. • Able to cope with changes of routine. • Shows sensitivity to others feelings 	

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<p>Physical Development</p> <ul style="list-style-type: none"> • Gross Motor Skills • Fine Motor Skills 	<ul style="list-style-type: none"> • To use space safely and recognise directions and travel with control in a variety of ways. • Able to manage basic hygiene and personal needs. • Shows preference for a dominant hand. • Experiments with ways of moving and jumps off things successfully. • Understands what being healthy is. 	<ul style="list-style-type: none"> • To travel with control, to show awareness of speed and level and to use apparatus safely. • Shows understanding for the need for safety when using tools. • To recognise sounds and match them to movement. • Use pencil effectively writing letters formed pre cursive. • Understand a healthy diet. • Understand the need for good oral hygiene. 	<ul style="list-style-type: none"> • To use a range of small games equipment safely and with control. • To talk about safety and manage own risks. • Begin to show accuracy and control when writing and drawing. • To develop co-ordination when steering, bouncing or kicking a ball. • Know the importance of good health and physical exercise
<p>Literacy</p> <ul style="list-style-type: none"> • Comprehension • Word Reading • Writing 	<ul style="list-style-type: none"> • To make marks for a purpose. • To write own name. • Label items with key sounds. • To identify phonemes and write graphemes in the environment. • To segment and write key words independently. • Can write a simple caption. • To begin to orally blend and read CV or CVC words. 	<ul style="list-style-type: none"> • To segment and write words forming graphemes independently. • Can blend and read words independently. • Beginning to read a simple sentence. • Can write simple sentences independently. • Can blend and read for meaning. 	<ul style="list-style-type: none"> • Can read and understand simple sentences. • Can decode regular words and common irregular words. • Enjoys an increasing range of texts. • Can write for a range of purposes. • Can create a shared understanding about what they have read. • Understands the purpose of non-fiction.
<p>Maths</p> <ul style="list-style-type: none"> • Number • Numerical Patterns 	<ul style="list-style-type: none"> • Number: Counting and recognition to 10. • Identify one more. • Identify one less. • Begin to order familiar events. • Use everyday language of time. 	<ul style="list-style-type: none"> • Understand and recall number bonds to 5. • Name and identify 2D shapes and their properties. • Name and identify 3D shapes and their properties. • Understand and recall number bonds to 10. • Use positional language. 	<ul style="list-style-type: none"> • Addition and subtraction. • Doubling. • Halving. • Sharing. • Odd and even numbers. • Length, height and distance. • Weight.

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		<ul style="list-style-type: none"> • Create and continue patterns. • Counting and recognition to 20. 	<ul style="list-style-type: none"> • Capacity. • Shape (2D and 3D)
<p>Understanding the World</p> <ul style="list-style-type: none"> • Past and Present • People, culture and communities • The Natural World 	<ul style="list-style-type: none"> • Knows what makes them unique and talks about similarities between families and friends. • Enjoys joining in simple customs and routines. • Identify the different seasons and weather. • Begin to look at different ways of celebrating around the world. 	<ul style="list-style-type: none"> • Develop a simple understanding of ‘then’ and ‘now’. • Talk about different beliefs, traditions and experiences. • Look at different people who help us and shows interest in different occupations. 	<ul style="list-style-type: none"> • Talk about features of their own environment and how it changes. • Look at life cycles and how animals change. • Use all of their senses to explore environment. • Talk about different beliefs, traditions and experiences. • Make observations of natural environment.
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive 	<ul style="list-style-type: none"> • Using a range of media to make drawings, paintings and models. • Join in with simple songs, controlled movements and use percussion. • Joins in with simple songs, controlled movement and percussion. • Using different media for a desired effect. • Play alongside others that are engaged in the same activity 	<ul style="list-style-type: none"> • Experiment with mixing colours. • Introduce a story line or narrative into play. • Construct with a purpose in mind. • Represent ideas through a variety of media forms. 	<ul style="list-style-type: none"> • Observational drawings. • Use simple tools and techniques, adapting work when necessary. • Experiment to create different textures. • Represent ideas through D.T. Be able to select tools to assemble, attach and join different materials.