

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS 1 Long Term Map 2018/19	Settling in week/ 'Singing Maths'	Off on an Adventure	Hiss and Moo Animals		Super Stories	Out and About
Focus text	5 little ducks 5 current buns 5 Little speckled frogs	Whatever Next! We're Going on a Bear Hunt	The Very Hungry Caterpillar Dear Zoo Animal Boogie		Three Little Pigs Goldilocks and the Three Bears	The Train Ride Duck in the Truck
Communication and language	<p>Listening and Attention 22-36 months</p> <ul style="list-style-type: none"> Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. <p>30-50 months</p> <ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation 	<p>Understanding 22-36 months</p> <ul style="list-style-type: none"> Identifies action words by pointing to the right picture, Understands more complex sentences, 'who', 'what', 'where' in simple questions Developing understanding of simple concepts <p>30-50 months</p> <ul style="list-style-type: none"> Understands use of objects 	<p>Speaking 22-36 months</p> <ul style="list-style-type: none"> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, Uses a variety of questions Uses simple sentences Beginning to use word endings <p>30-50 months</p> <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts Can retell a simple past event in correct order Uses talk to connect 	<p>Speaking 30-50 months</p> <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts Can retell a simple past event in correct order Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Uses a range of tenses Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for 	<p>Speaking + Listening and Attention</p> <ul style="list-style-type: none"> Questions why things happen and gives explanations. Uses a range of tenses Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocab focused on objects and people that are of particular importance to them. Builds up vocab that reflects the breadth of their experiences. Uses talk pretending that objects stand for something else in play <p>40-60 months</p> <ul style="list-style-type: none"> Uses language to imagine and recreate roles and experiences in play situations. <p>Listening and Attention</p> <ul style="list-style-type: none"> Joins in with repeated refrains and anticipates key events and phrases 	<p>Speaking + Understanding</p> <ul style="list-style-type: none"> Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Introduces a storyline or narrative into their play. <p>Understanding 30-50 months</p> <ul style="list-style-type: none"> Understands use of objects Understanding of prepositions by carrying out an action or selecting correct picture. Responds to simple instructions, Beginning to understand 'why' and 'how' questions. <p>Introducing 40-60 months</p> <ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, Able to follow a story

	interests them.		ideas, explain what is happening/ anticipate what might happen next, recall and relive past experiences.	something else in play,	in rhymes and stories. <ul style="list-style-type: none"> • Focusing attention –. • Is able to follow directions 40-60 months <ul style="list-style-type: none"> • Maintains attention, concentrates during appropriate activity. • Two-channelled attention -short span. 	without pictures or props. <ul style="list-style-type: none"> • Listens and responds to ideas expressed by others in conversation or discussion
Physical development	PE- Health and self-care 22-36 months <ul style="list-style-type: none"> • Feeds self competently with spoon. • Drinks well without spilling. • Clearly communicates their need for potty or toilet. • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. • Beginning to be independent in self-care, but still often needs adult support. 	Moving and handling 22-36 months <ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) • Imitates drawing simple shapes such as circles and lines • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand 30-50months <ul style="list-style-type: none"> • Moves freely and with pleasure and 	Moving and handling 30-50months <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. 	Moving and handling <ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 40-60 months <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 	Health and self-care 30-50months <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	Health and self-care 30-50months <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, 40-60 months <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and

		<p>confidence in a range of ways</p> <ul style="list-style-type: none"> • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. 	<ul style="list-style-type: none"> • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, 	<ul style="list-style-type: none"> • Travels with confidence and skill around, under, over and through balancing and climbing equipment 		<p>hygiene can contribute to good health.</p> <ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
<p>Personal, social and emotional development</p>	<p>Making relationships 22-36 months</p> <ul style="list-style-type: none"> • Interested in others' play and starting to join in. • Seeks out others to share experiences. • Shows affection and concern for people who are special to them. • May form a special friendship with another child. 	<p>Making relationships 30-50 months</p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults 	<p>Managing feeling and behaviour 30-50 months</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, 	<p>Managing feeling and behaviour 30-50 months</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, <p>Introducing 40-60+ months</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the 	<p>Self-confidence and self-awareness 30-50 months</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. 	<p>Self-confidence and self-awareness 30-50 months</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. 40-60 months • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities.

				setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy		
Literacy	Reading 22-36months • Has some favourite stories, rhymes, songs, poems or jingles. • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a	Reading • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Writing 22-36months • Distinguishes between the different marks they make.	Reading and writing • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. Writing 30-50 months • Sometimes gives meaning to marks as they draw and paint.	Writing 30-50 months • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places.	Reading and writing • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. 40-60 months • Cont rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Knows that information can be retrieved from books and computers. Writing 40-60 months • Gives meaning to marks they make as they draw, write and paint. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters,

				<ul style="list-style-type: none"> • Ascribes meanings to marks that they see in different places. 		<p>naming and sounding the letters of the alphabet.</p> <ul style="list-style-type: none"> • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
Maths	<p>Number 22-36 months</p> <ul style="list-style-type: none"> • Selects a small number of objects from a group when asked, for example, <i>'please give me one'</i>, <i>'please give me two'</i>. • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses some language of quantities, such as <i>'more'</i> and <i>'a lot'</i>. • Knows that a group of things changes in quantity when something is added or taken away. 	<p>SSM 22-36 months</p> <ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size. • Begins to use the language of size. • Understands some talk about immediate past and future, e.g. <i>'before'</i>, <i>'later'</i> or <i>'soon'</i>. • Anticipates specific time-based events such as mealtimes or home time. 	<p>Number 30-50 months</p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. 	<p>SSM 30-50 months</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i>. 	<p>Number</p> <ul style="list-style-type: none"> • Shows curiosity about nos by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted <p>40-60 months</p> <ul style="list-style-type: none"> • Recognises some numerals of significance. • Recognises numerals 1 to 5. • Counts up to 3 or 4 objects, saying one number name for each item. • Counts actions or objects which cannot be moved. 	<p>SSM</p> <ul style="list-style-type: none"> • Beginning to talk about the shapes of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i>. <p>40-60 months</p> <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Can describe their relative position such as <i>'behind'</i> or <i>'next to'</i>. • Orders two or three items by length or height. • Orders two items by weight or capacity.

					<ul style="list-style-type: none"> • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. 	
Understanding the World	People and communities 22-36 months <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. 	People and communities 30-50 months <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 40-60 months <ul style="list-style-type: none"> • Enjoys joining in with family customs and 	The world 22-36 months <ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment. 30-50 months <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. 	The world <ul style="list-style-type: none"> • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. 40-60 months <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change 	<ul style="list-style-type: none"> • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. 	Technology 22-36 months <ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 30-50 months <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.

		routines				
Expressive Arts and design	<p>Media and materials 22-36 months</p> <ul style="list-style-type: none"> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. • Experiments with blocks, colours and marks. <p>30-50 months</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space and then begin to 	<p>Media and Materials + Being imaginative 22-36 months</p> <ul style="list-style-type: none"> • Beginning to use representation to communicate • Beginning to make-believe by pretending. <p>30-50 months</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. 	<p>Media and materials</p> <ul style="list-style-type: none"> • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. 	<p>Being imaginative</p> <ul style="list-style-type: none"> • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<p>Being imaginative</p> <ul style="list-style-type: none"> • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p>40-60 months</p> <ul style="list-style-type: none"> • Creates simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their 	<p>Media and materials 40-60 months</p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources.

	use these shapes to represent objects.				play. • Plays alongside other children who are engaged in the same theme. .	
Visits/ Enrichment Activities	Home visits/ belonging	Languages and Countries week Christmas Craft Day		Amey Zoo (tbc)		Out and About week visits to shops/ to Tesco's / tour of area Enterprise Week