

EYFS2 Long Term Map 2018/19



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS 2 Long Term Map 2018/19	Settling in week/ 'Singing Maths'	Off on an Adventure	Hiss and Moo Animals	Super Stories	Out and About	Out and About
Focus text	<i>Hansel and Gretel 10 fat sausages 10 in the bed</i>	<i>On the way home Aliens love underpants The Way Back Home Goodnight Moon</i>	<i>6 Dinner Sid The Rainbow Fish The Tiger who came to Tea My Cat likes to hide in boxes The Great Pet Sale</i>		<i>The Gruffalo Little Red Riding Hood Jack and the Beanstalk</i>	<i>Rosie's Walk Mr Gumpy's Outing Mrs Armitage on Wheels</i>
Communication and language	<p>Listening and Attention</p> <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. 	<p>Understanding</p> <ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. 	<p>Speaking</p> <ul style="list-style-type: none"> Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). Uses intonation, rhythm and phrasing to make the meaning clear to others. <p>40-60 months</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. 	<p>Speaking</p> <p>40-60 months</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. 	<p>Speaking + Listening and Attention</p> <p>Speaking</p> <ul style="list-style-type: none"> Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <p>L & A ELG Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to</p>	<p>Speaking + Understanding</p> <p>ELG Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Understanding ELG Children follow instructions involving several ideas or actions.</p>

					what others say and respond appropriately, while engaged in another activity.	They answer 'how' and 'why' questions about their experiences and in response to stories or events.
Physical development	PE- Health and self-care <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. 40-60 <ul style="list-style-type: none"> • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. 	Moving and handling <p>40-60 months</p> <ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment 	Moving and handling <p>40-60 months</p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form 	Moving and handling <p>ELG</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	Health and self-care <p>40-60 months</p> <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 hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety 	Health and self-care <p>ELG</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing & going to the toilet independently</p>

			recognisable letters, most of which are correctly formed.		measures without direct supervision	
Personal, social and emotional development	<p>Making relationships</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>40-60 months</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own 	<p>Making relationships</p> <p>40-60 months</p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. 	<p>Managing feeling and behaviour</p> <ul style="list-style-type: none"> • 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>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 setting. • Beginning to be able to negotiate 	<p>Managing feeling and behaviour</p> <ul style="list-style-type: none"> • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy <p>ELG</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations,</p>	<p>Self-confidence and self-awareness</p> <ul style="list-style-type: none"> • carries 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>40-60 months</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. 	<p>Self-confidence and self-awareness + Making Relationships</p> <p>ELGs</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose resources they need for their chosen activities. They say when they do or don't need help.</p> <p>ELGs- Making Relationships</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their</p>

	knowledge and understanding, and asks appropriate questions of others.		and solve problems without aggression, e.g. when someone has taken their toy			activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.
Literacy	<p>Reading</p> <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • 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 <p>40-60 months</p> <ul style="list-style-type: none"> • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<p>Reading</p> <p>40-60 months</p> <ul style="list-style-type: none"> • Continues a 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. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that 	<p>Writing</p> <p>30-50 months</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. <p>40-60 months</p> <ul style="list-style-type: none"> • Gives meaning to marks as they draw, write and paint. • Begins to break the flow of speech into words. • 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, naming and sounding the letters of the alphabet. 	<p>Writing</p> <p>40-60 months</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • 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, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write 	<p>Writing</p> <p>40-60 months</p> <ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>Early learning goal</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences</p>	<p>Reading and writing</p> <p>Early learning goal</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Early learning goal</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple</p>

		information can be retrieved from books and computers.		short sentences in meaningful contexts.	which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Maths	<p>Number</p> <p>40-60 months</p> <ul style="list-style-type: none"> • Recognises some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • 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. 	<p>SSM</p> <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 • Orders two or three items by length or height. • Orders two items by weight or capacity. • Uses familiar objects and common shapes to create and recreate patterns and build models. 	<p>Number</p> <p>40-60 months</p> <ul style="list-style-type: none"> • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using 	<p>SSM</p> <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. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • Beginning to use everyday language related to money. 	<p>Number</p> <p>Early learning goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing</p>	<p>SSM</p> <p>Early learning goal Children use everyday lang to talk about size, weight, capacity, position, distance, time & money to compare quantities & objects and to solve problems. They recognise, create & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical lang to describe them.</p>

			marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations.	• Orders and sequences familiar events. • Measures short periods of time in simple ways		
Understanding the World	People and communities • 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 • Enjoys joining in with family customs and routines.	People and communities Early learning goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. and explain why some things occur, and talk about changes.	The world 40-60 months • Looks closely at similarities, differences, patterns and change.	The world Early learning goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants	Technology Early learning goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology	Technology 40-60 months • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software.
Expressive Arts and design	Media and materials 40-60 months	Being imaginative • Builds stories	Media and materials 40-60 months	Being imaginative 40-60 months	Being imaginative Early learning goal Children use what	Media and materials Early learning

	<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. 	<p>around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <ul style="list-style-type: none"> • 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. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. 	<ul style="list-style-type: none"> • 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. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. 	<ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. 	<p>they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
<p>Visits/ Enrichment Activities</p>				<p>Amey Zoo (tbc)</p>		<p>Themed week-visits to shops/ to Tescos / tour of area</p>

