



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| EYFS 1 Long Term Map 2020/21 | Settling in week/ | Off on an Adventure | Out and About Our world | Animals (to include growing) | | Storyland |
| Focus text | <i>5 little ducks 5 current buns 5 Little speckled frogs</i> | <i>Handa's surprise Room on a broom</i> | <i>The Train Ride Duck in the Truck</i> | <i>The Very Hungry Caterpillar Dear Zoo Animal Boogie Titch</i> | | <i>Three Little Pigs Goldilocks and the Three Bears</i> |
| 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 |

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| | 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 |

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| | | <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. |

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| | | | | 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, |

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| | | | | <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. |

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| | | | | | <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 | Technology <ul style="list-style-type: none"> • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers. 40-60 months <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software | 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. |

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| | | routines | | | | |
| RE | Exploring artefacts, dress and food symbols and actions Cultural places and practises, dress, food and music | Celebrating joyous occasions Harvest- Handa's surprise Christmas Celebrating Christmas , how do we celebrate? Why do we have nativity plays? Sources of wisdom- sharing the Christmas story | Exploring places of worship prayer and reflection Celebrating belonging to a family and community (link to local area study and school study) | Exploring the Easter Story Symbols and actions | What makes the world so wonderful? (link to growing topic) | How do we show care and concern for each other? How can we help others when they need it? |
| Expressive Arts and design | Media and materials 22-36 months <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. 30-50 months | Media and Materials + Being imaginative 22-36 months <ul style="list-style-type: none"> • Beginning to use representation to communicate • Beginning to make-believe by pretending. 30-50 months <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. | Media and materials <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 | Being imaginative <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- | Being imaginative <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 | Media and materials 40-60 months <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 |

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| | <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 use these shapes to represent objects. | <ul style="list-style-type: none"> • Creates movement in response to music. • Sings to self and makes up simple songs. | <p>horizontally, making enclosures and creating spaces.</p> <ul style="list-style-type: none"> • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. | <p>play.</p> <ul style="list-style-type: none"> • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. | <p>words.</p> <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 play. • Plays alongside other children who are engaged in the same theme. | <p>combined to create new effects.</p> <ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. |
| <p>Visits/ Enrichment Activities</p> | <p>World maths day Dress like a rock star day</p> | <p>Christmas craft</p> | <p>The Reddings at 60 Hemel- our town</p> | | <p>World book day Take 1 picture</p> | <p>Sports week</p> |