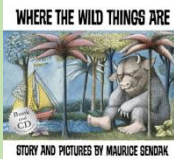



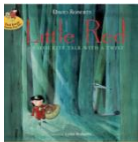



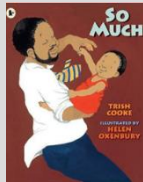
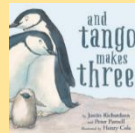



EYFS Long Term Curriculum Map

EYFS	Autumn 1 8 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 4 weeks	Summer 2 6 weeks
Topics	Myself Animals	Space Winter	Heroes Machines	Growing Healthy Living	Seaside Pirates	Dinosaurs Minibeasts
Literacy	<p>Where The Wild Things Are</p>  <p>Own version narrative</p> <ul style="list-style-type: none"> • Labels • Captions • Oral re-telling • Developing a new character <p>Bringing the Rain to Kapiti Plain</p> 	<p>Look up!</p>  <p>Non-chronological reports</p> <ul style="list-style-type: none"> • Dialogue, diaries • Re-telling (oral dictation) • Mini autobiography • Ship's log <p>Ning and the Night Spirits</p> 	<p>Little Red</p>  <p>Alternative character versions</p> <ul style="list-style-type: none"> • Labels • Notes of advice • Adverts <p>Super Milly and the Super School Day</p>  <p>Alternative character version</p>	<p>The Tiny Seed</p>  <p>Advice leaflets</p> <ul style="list-style-type: none"> • Labels and captions • Advice • Retellings • Writing in role • Narrative • Letter 	<p>Weirdo</p>  <p>Instructional guides to being brave</p> <ul style="list-style-type: none"> • Writing in role • Letters • Captions and labels • Narrative • Retellings <p>So Much</p> 	<p>And Tango Makes Three</p>  <p>Alternative version narratives</p> <ul style="list-style-type: none"> • Signs and lists • Writing in role • Letters of advice • 'New baby' cards <p>Oi! Frog</p> 

EYFS Long Term Curriculum Map

	<p>Tourist information leaflets</p> <ul style="list-style-type: none"> • Labels and captions • Retellings • Simple explanations 	<p>Information texts about night spirits</p> <ul style="list-style-type: none"> • Posters • Advice letters • Party invitations 	<ul style="list-style-type: none"> • Letters of encouragement • A retelling; song lyrics and job applications 	<p>The Extraordinary Gardener</p>  <p>Narrative inspired by the original text</p> <ul style="list-style-type: none"> • Labels • Letters of advice • Instructions • Narratives 	<p>Own 'So Much' narrative poems</p> <ul style="list-style-type: none"> • Past tense sentences • Writing in role • Performance/ narrative poetry <p>The Night Pirates</p>  <p>'How to be a pirate' guides</p> <ul style="list-style-type: none"> • Writing in role • Letters • Labels and captions 	<p>Own version rhyming narratives</p> <ul style="list-style-type: none"> • Rhyming flipbooks • Questions • Captions and labels <p>Izzzy Gizmo</p>  <p>Simple explanation</p> <ul style="list-style-type: none"> • Signage • Letters of advice • Lists • Labelled diagrams
<p>Maths</p> <p>White Rose Maths</p>	<ul style="list-style-type: none"> • Getting to know you • Match, sort and compare • Talk about measure and patterns 	<ul style="list-style-type: none"> • Circles and triangles • 1, 2, 3, 4, 5 • Shapes with 4 sides 	<ul style="list-style-type: none"> • Alive in 5 • Mass and capacity • Growing 6, 7, 8 	<ul style="list-style-type: none"> • Length, height and time • Building 9 and 10 • Explore 3D shapes 	<ul style="list-style-type: none"> • To 20 and beyond • How many now? • Manipulate, compose and decompose 	<ul style="list-style-type: none"> • Sharing and grouping • Visualise, build and map • Make connections • Consolidation

EYFS Long Term Curriculum Map

	<ul style="list-style-type: none"> It's me 1, 2, 3 					
Science White Rose Science	Topic 1: Me and my small world Topic 2: What's in my basket? Topic 3: Senses	Topic 1: Let's go outside Topic 2: What's changed? Topic 3: Night and day	Topic 1: Changes in Winter Topic 2: Let it flow Topic 3: From desert to jungle	Topic 1: Watch it grow Topic 2: Animal detectives Topic 3: Pushes and pulls	Topic 1: Topic 2: Topic 3:	Topic 1: Topic 2: Topic 3:
RE Come and See	Domestic church (family): Myself Baptism/Confirmation (belonging): Welcome	Other faiths: Judaism Advent/Christmas (loving): Birthday	Local church (community): Celebrating Eucharist (relating): Gathering	Lent/Easter (giving): Growing	Pentecost (serving): Good News Reconciliation (Inter-relating): Friends	Other World Faiths Universal church (world): Our World
PE Get Set 4 PE	Introduction to PE Unit 1 Introduction to PE Unit 2	Fundamentals Unit 1 Dance Unit 1	Ball Skills Unit 1 Gym Unit 1	Fundamentals Unit 2 Games Unit 1	Dance Unit 2 Ball Skills Unit 2	Gym Unit 2 Games Unit 2
Computing	To explore technology around us and	Online Safety	To explore and use directional language	Online Safety	Digital Writing	Online Safety

EYFS Long Term Curriculum Map

	understand that it has a function					
	COMPUTING KEY KNOWLEDGE					
	<ul style="list-style-type: none"> I know that a keyboard operates a computer I know that a remote control operates a computer and TV I know that a mobile and landline phone have the same function I know that a fridge and freezer keeps things cool/frozen I know that a microwave makes things hot I know that a visualiser shows a bigger picture of an object I know that the interactive board is a big computer 	<ul style="list-style-type: none"> I know what technology is I know that the internet is on laptops, computers, and mobile phones I know that words can be hurtful I know that there are sites I should not have access to I know how to spot issues when I am using a device I know who I can talk to when something feels wrong 	<ul style="list-style-type: none"> I know that that a beebot is a robot I know that that pressed button tells the robot to do something I know that that programming is when you tell a computer or robot to do something I know that what the words forwards, backwards, left and right mean I can program a sequence of instructions to the beebot and have a go 	<ul style="list-style-type: none"> I can begin to explain what technology is I know that words can be hurtful and that actions have consequences I know that there are sites I should not have access to and why I can begin to explain how to spot issues when I am using a device I know who I can talk to and where I can find support 	<ul style="list-style-type: none"> I know that that pressing the keyboard will produce letters and numbers on the screen I know how to type my name 	<ul style="list-style-type: none"> I can begin to explain what technology is I know that words can be hurtful and that actions have consequences I know that there are sites I should not have access to and why I can begin to explain how to spot issues when I am using a device I know that that anyone can be playing a game with me online I know not to share personal details online I know who I can talk to and where I can find support I know to speak to a trusted adult if something does not feel safe online

EYFS Long Term Curriculum Map

<p>PSHE</p> <p>Managing Self</p> <p>Self-Regulation</p> <p>Building Relationships</p>	<p>Exploring Emotions</p> <p><i>Feelings</i></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. <p>Being Me</p> <p><i>What makes you, you?</i></p> <ul style="list-style-type: none"> Begin to question and explain why/how we are different/the same and what makes us unique 	<p>Bullying</p> <p><i>What is bullying?</i></p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. <p>Difference and Diversity</p> <p><i>Stereotyping</i></p> <ul style="list-style-type: none"> Show sensitivity to their own and to others' needs. 	<p>Being Safe</p> <p><i>Road safety/consent</i></p> <ul style="list-style-type: none"> 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>Being Responsible</p> <p><i>Rights and responsibilities</i></p> <ul style="list-style-type: none"> Explain the reasons for rules, know right for wrong and try to behave accordingly. 	<p>Being Healthy</p> <p><i>Food</i></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>Drug Education</p> <p><i>Safe and Harmful Objects</i></p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly. 	<p>Relationships</p> <p><i>Friendships</i></p> <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. 	<p>Money Matters</p> <p><i>Earning Money</i></p> <ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <p>Changes</p> <p><i>What changes?</i></p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them <p>A Journey in Love</p>
<p>Understanding The World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>

EYFS Long Term Curriculum Map

<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Can draw similarities and make comparisons between other families.</p> <p>Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas.</p> <p>Children explore a range of Kenyan animals. Learn their names and label their body parts and what makes them special</p>	<p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations</p> <p>Share family celebrations and learn about religious celebrations at this time of year within the school community</p> <p>Make comparisons between celebrations from different cultures</p> <p>Fiction and non-fiction texts that offer an insight into contrasting environments (Antarctic and Africa)</p> <p>Diwali Day – how Hindu and Sikhs celebrate this</p> <p>Bonfire night activities and safety</p> <p>Autumn walks and scavenger hunts at the local park</p> <p>Children talk about their own Christmas activities and celebrations and learn about how others celebrate</p>	<p>Can learn and begin to compare their life to those in other countries</p> <p>Children learn about the Lunar New Year and how this is celebrated</p> <p>Children explore South East Asian culture using artifacts such as chop sticks, drums, lanterns, Chinese calendar</p> <p>Religious Ceremonies – Hindu weddings, Muslim Aqiqah, Bar/Bat Mitzvah</p> <p>Introduce children to different occupations including the emergency services and other 'people who help us' in the community.</p>	<p>Fruit tasting</p> <p>Listening to stories and placing events in chronological order</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Children are introduced to local wildlife and animals, making sense of different environments and habitats.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Live caterpillars for children to observe the life cycle and changes day to day</p> <p>Listen to what children say about what they see</p> <p>Use of Google Maps for children to navigate around the local area and their homes – allowing children the opportunity to talk about their own local area</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Create Easter treasure hunts to find places/ objects within our learning environment.</p> <p>Easter celebrations and the Easter story.</p>	<p>Sharing their own experiences of special family times including holidays, sleep overs and times they might have spent away from their own home.</p> <p>Family holiday photos for children to compare and recount experiences including photos from the past of parents and grandparents' holidays.</p> <p>Children learn about and compare holidays from the past. using images, photos, posters and artifacts</p> <p>Navigating using local maps and maps of the world.</p> <p>Seasonal changes: Listen to children describing and commenting on things they have seen whilst outside, including plants and animals</p> <p>Ramadan/Eid celebrations, children and families share experiences</p>	<p>Children explore properties of different materials – floating, sinking, waterproof</p> <p>Junk modelling using range of materials to create an umbrella, boat, aeroplane etc.</p> <p>Solids and liquids – exploring freezing, solidifying and melting of different materials.</p> <p>Children learn about similarities and differences between countries in the UK.</p> <p>Children use maps to find places they recognise and new places</p> <p>Minibeast hunts.</p> <p>School trip – exploring nature, animals, new places, travel, new destinations</p>
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EYFS Long Term Curriculum Map

Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. We will give children an insight into different music genres and encourage them to listen attentively to discuss changes and patterns as a piece of music develops.					
Children attend whole school assemblies with music, singing and hymns, often learning them for our frequent visits to Church	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Children listen to older children perform singing and instrumental pieces in assembly and take part in their own musical	<p>Join in with songs and rhymes for counting, literacy and more structured learning during weekly music lessons</p> <p>Children learn to mix colours using paint</p> <p>Opportunities for domestic and enhanced role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call and response songs, so that children can echo phrases of songs in discrete music lessons</p> <p>Self-portraits, junk modelling, take pictures of</p>	<p>Firework pictures using chalk</p> <p>Diwali day masks and puppets for role play</p> <p>Diva lamp sculpture using paper, salt dough, clay</p> <p>Use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories</p> <p>Space station small world play using props children have made – space helmets, walkie talkies</p> <p>Space station role play</p> <p>Junk modelling moon buggies and making vehicles with wheels and axels</p>	<p>Lunar new year crafts and artwork including paper lanterns, animal masks</p> <p>Chinese Zodiac small world and role play</p> <p>Children explore East Asian culture using artifacts such as chop sticks, drums, lanterns, Chinese calendar, Chinese music and dragon dance</p> <p>Images of hot and cold places to provoke painting and artwork along with cold and warm colour palettes – paint, tissue paper, collage materials, pens, pencils</p> <p>Handa's surprise small world and role play props for children to recreate and adapt the story – basket, fruit, animals</p>	<p>Fruit tasting, chopping, preparing and combining to make smoothies</p> <p>Children explore the outside and inside of different fruit and make drawings of these using pastels and crayons</p> <p>Animal life cycle small world play</p> <p>Animal life cycle crafts and photos to provoke drawing and making</p> <p>Butterfly crafts, paint printing, collage, filter paper butterflies</p> <p>Playdough animal sculptures</p> <p>Mothers' Day card crafts</p>	<p>Holiday role play - suitcase with dressing up clothes, passports, aeroplanes and transport</p> <p>Children learn and perform seaside poems and songs</p> <p>Seaside landscape photos to provoke artwork with paint, pens, pencils</p> <p>Nature sculpture using loose parts – children create arrangements and pictures using different found materials</p> <p>Recycled artwork and arrangements of materials</p> <p>Range of materials for children to explore arrangement and collage</p>	<p>Junk modelling and construction of playground equipment following park visit – swings, slides, roundabouts</p> <p>Creating structures including buildings, towers, bridges using a range of different materials</p> <p>School play – children enjoy performance of the school play</p>

EYFS Long Term Curriculum Map

<p>performance during our Music assembly</p>	<p>children's creations and display these on their wall space</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms using instruments</p> <p>Zookeeper and zoo vet role play with domestic and wild animals</p> <p>Photos of animals to provoke artwork using paint, pens, pencils, crayons, chalk</p> <p>Provide opportunities to work together in the classroom to develop and realise creative ideas – class displays, projects and performances</p> <p>Kenyan craft – develop weaving skills using fabric and wool</p>	<p>Nativity Play preparation – songs and dances as well as small speaking parts</p> <p>Christmas decorations using clay</p> <p>Christmas cards</p> <p>Christmas songs/poems</p> <p>Crafts for Christmas</p>	<p>Kenyan animal stick puppet crafts</p> <p>Dragon hunt and create your own dragon trap using small world dragon figures and junk modelling</p>	<p>Easter card crafts – Easter egg decoration, Easter stamps and patterns, Easter chicks, lambs. Easter Sunday card.</p>	<p>Playdough, salt dough, leaves and flowers sculptures</p>	
Art	Painting	Drawing	Sculpture	Painting	Drawing	Sculpture
		Night sky, planets, earth, space	Design and create a machine		Seaside drawing	Design and create a dinosaur

EYFS Long Term Curriculum Map

	<p>Self-portrait</p> <p>We will develop our understanding of colour mixing</p> <p>Collage</p> <p>Animal collage –</p> <p><i>Artist inspiration:</i> Tiger in a tropical storm by Henri Rousseau</p>	<p><i>Artist inspiration:</i> Starry Night by Vincent Van Gogh</p> <p>Painting</p> <p>Shape paintings –</p> <p><i>Artist inspiration:</i> Circles by Kandinsky</p>		<p>Observational painting of daffodils – focusing on complexity and detail</p> <p>Collage</p> <p>Collage a garden using recycled materials.</p>		
DT	<p>Design</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Make</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>Discuss the outcome</p>	<p>Cooking and Nutrition</p> <p>Understand where food comes from.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p>	<p>Design</p> <p>Generate, develop, model and communicate their ideas through talking and drawing.</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Evaluate</p> <p>Discuss the outcome</p>	<p>Cooking and Nutrition</p> <p>Understand where food comes from.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p>	<p>Design</p> <p>Explore how to join the junk together.</p> <p>Make</p> <p>Talk about what they want to make as a sculpture by discussing what fits together and creates an interesting form / shape.</p> <p>Evaluate</p> <p>Share their creations and explain the processes they have used .</p>	<p>Cooking and Nutrition</p> <p>Understand where food comes from.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p>
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	<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>					

EYFS Long Term Curriculum Map

	<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>					
<p>Fine Motor</p> <p>Children take part in fine motor activities depending on their stage of development, these range from placing objects & tweezing to letter formation and name writing</p>	<p>Threading, cutting, playdough, focus fine motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>Threading, cutting, playdough, focus fine motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Threading, cutting, playdough, focus fine motor activities.</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, playdough, focus fine motor activities.</p> <p>Hold pencil effectively with comfortable grip, encourage children to practise forming recognisable letters during handwriting activities</p> <p>Pattern tracing and anticlockwise drawing practice</p>	<p>Threading, cutting, playdough, focus fine motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, playdough, focus fine motor activities.</p> <p>Form letters correctly</p> <p>Copy 2D shapes</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable /</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
<p>Gross Motor</p> <p>Children have access to the outdoor area and playground where they take part in chasing games, ball games, bikes, scooters, climbing equipment, large scale water, large scale mark making</p>	<p>Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>					
	<p>Gymnastics – developing overall body strength, control and co-ordination using floor mats and gymnastic equipment</p> <p>Children can climb, balance, hold shapes and jump with control using large apparatus</p>	<p>Dance – developing to move with control and co-ordination including wriggling, rolling, balancing, jumping, skipping, twirling, turning, spinning, hopping, swaying creating patterns of movement and movement to music</p>	<p>Game Skills – developing co-ordination and control using sports equipment. Children will learn to control, balance, throw and catch bean bags with themselves and with a partner.</p>	<p>Net/wall Games - Children will begin to develop controlling large and small balls with their hands, feet and with bats and hockey sticks</p>	<p>Athletics – jumping, running, skipping, racing, throwing and aiming, relay activities and obstacle courses</p>	<p>Invasion Games – Children build on their control of large and small balls to incorporate aiming and shooting for football & hockey scoring games</p> <p>Sports Day</p>

EYFS Long Term Curriculum Map

Our Values

Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries. Our children's rights are learned, taught, practiced, respected, protected and promoted every day.

Mutual Respect

We are all unique.

We respect differences between different people and their beliefs in our community, in this country and all around the world.

All cultures are learned, respected, and celebrated.

Mutual Tolerance

Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others.

Mutual tolerance of those with different faiths and beliefs and for those without faith.

Rule of Law

We all know that we have rules at school that we must follow.

We know who to talk to if we do not feel safe.

We know right from wrong.

We recognise that we are accountable for our actions.

We must work together as a team when it is necessary.

Individual Liberty

We all have the right to have our own views.

We are all respected as individuals.

We feel safe to have a go at new activities.

We understand and celebrate the fact that everyone is different.

Democracy

We all have the right to be listened to.

We respect everyone and we value their different ideas and opinions.

We can play with who we want to play with.

We listen with intrigue and value and respect the opinions of others.