

EYFS Long Term Curriculum Mapping 2024-25

The skills and focus in each area will be built upon throughout the year. When it appears in one specific topic, this demonstrates that it is a focus at that point, but it will be returned to throughout the Reception year.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Superhero Me	Once Upon a time	Amazing Animals	Come Outside	Where in the World	Summer
Focus Areas	Super me My Super Family Superheroes who help us Super healthy me PSED focus What am I good at? How do I make others feel? Being kind / staying safe Rules and Routines	Traditional Tales Little Red Hen - Harvest Old favourites Familiar tales Library visits Gingerbread Man The Nativity Christmas Lists Letters to Father Christmas	Safari Animals around the world Climates / Hibernation Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	Plants & Flowers Weather / seasons Life cycles The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials	Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Comparing places in the world to UK Fly me to the moon! Vehicles past and Present	Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seaside in the past Compare: Now and then! Seaside art
Key Events	Transition Autumn Harvest Hallowe'en	Remembrance Day Bonfire Night Diwali Christmas Hannukah Black History Month Road Safety Antibullying Week Children in Need	Chinese New Year Lent Valentines Safer Internet Day Random Acts of Kindness Week	New Year Spring Easter Science Week Mother's Day Holi	Ramadan Eid D-Day	Father's Day Healthy Eating Week Transition- Moving on School trip Sport's Day Summer Celebration
Key Texts	Stick Man The Smartest Giant The Colour Monster The Rainbow Fish Pete the Cat	The Jolly Postman Farmer Duck The Little Red Hen Christmas Story / Nativity Rama and Sita	Owl Babies We're Going on a Bear Hunt Handa's Surprise Lost and Found	The Tiny Seed Jack and the Beanstalk One Plastic Bag, Our World Seasonal poetry	The Snail and the Whale The Way back Home The Naughty Bus Non-fiction Space How to Catch a Star	Lighthouse Keeper's Lunch Under the Sea Non – Fiction

			The Koala Who Could			World Atlases Tiddler
Values <i>New Character Strength explored weekly</i>	Responsibility	Tolerance	Respect	Compassion	Honesty	Courage
Literacy	Introduce individual sounds in line with Sounds Write scheme- practise saying and beginning to write some sounds on white boards, following Kinetic Letters Story telling using picture books, puppets and role play. Name writing, labels and captions	Introduce individual sounds in line with Sounds Write scheme- practise segmenting and blending sounds and focusing CVC words on white boards, following Kinetic Letters. Practising using T4W to develop story language and structure. Start to practise tricky words.	Use the sounds learnt in the initial code to segment words, including CVC, CVCC, CCVC. Practise decoding these words and identifying sounds to write words. Reading simple sentences using phonics. Focus on tricky words in terms of reading and writing.	Build independence in writing to begin to write sentences and phrases for different purposes. Use the sounds learnt to segment and write words and begin to learn new digraphs. Further tricky word recognition. Reading books will match confidence with sounds	Continue to learn the extended code in Sounds Write. Children will be exposed to trickier sounds, including digraphs and tricky words. Children will focus on finger spaces between words and full stops and dictation in order to decode words in a sentence, with support.	Use phonics to write sentences that are clear and can be read by others. Try to use finger spaces, full stops and capital letters. Say the sentence aloud and try to remember it as it is written. Write for a range of different purposes.
Mathematics	Matching and Sorting Pattern and Measure	Numbers 1-5 2D shapes Day and night	Mass and Capacity Numbers 6-8	Length and Height Numbers 9 and 10 3D shapes	20 and Beyond How many now? Manipulate, compose and decompose	Sharing and Grouping Visualise and Build Make connections
Communication and Language	Begin to sit and listen for short periods of time as a class Understand how to listen and why it is important Ask questions to find out more and check they understand	Learn new vocabulary and use it throughout the day and in play. Develop social phrases Engage in story times becoming more vocal in opinions and thoughts	Use talk to begin to solve problems and find out how and why things work. Articulate their ideas and thoughts in well-formed sentences. Describe some events in detail.	Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed a deep familiarity with the text, some as exact repetition	Engage in Non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Connect one idea to another using a range of connectives. Begin to use alter communication for a range of purposes such as humour, storytelling, presenting or instructions.

	Listen to and engage in stories	Learn poems, rhymes and songs		and some in their own words.		
Physical Development	<p>Body Control</p> <p>Be able to sit still on the carpet beginning to use good posture</p> <p>Strengthen upper body for support in writing</p> <p>Develop fine motor control in variety of activities to support pencil grip</p>	<p>Gymnastics</p> <p>Develop confidence in gross motor control by active movement such as dance, climbing, running, jumping and learning to negotiate space. Develop fine motor control to support pencil grip and control and confidence with using tools in a variety of ways, such as tweezing, manipulating, cutting etc.</p>	<p>Dance</p> <p>Develop confidence in gross motor control by active movement such as dance, climbing, running, jumping and learning to negotiate space. Develop fine motor control to support pencil grip and control and confidence with using tools in a variety of ways, such as tweezing, manipulating, cutting etc.</p>	<p>Agility and coordination</p> <p>Develop confidence in gross motor control by active movement such as dance, climbing, running, jumping and learning to negotiate space. Develop fine motor control to support pencil grip and control and confidence with using tools in a variety of ways, such as tweezing, manipulating, cutting etc.</p>	<p>Multi skills activities</p> <p>Develop confidence in gross motor control by active movement such as dance, climbing, running, jumping and learning to negotiate space. Develop fine motor control to support pencil grip and control and confidence with using tools in a variety of ways, such as tweezing, manipulating, cutting etc.</p>	<p>Athletics and sports day activities</p> <p>Develop confidence in gross motor control by active movement such as dance, climbing, running, jumping and learning to negotiate space. Develop fine motor control to support pencil grip and control and confidence with using tools in a variety of ways, such as tweezing, manipulating, cutting etc.</p>
Personal, Social, Emotional Development	<p>Jigsaw- Being Me in My World</p> <p>See themselves as a valuable individual</p> <p>Learning rules, routines and understanding boundaries.</p> <p>Beginning to build constructive and respectful relationships</p> <p>Being aware of how to manage own personal needs including toileting,</p>	<p>Jigsaw- Celebrating Difference</p> <p>Express feelings and be aware of feelings of others. Understand and value the importance of difference and embracing each other's unique selves.</p> <p>Identify own feelings and emotions and be aware of how to moderate their feelings</p>	<p>Jigsaw- Dreams and Goals</p> <p>Understand the steps to success. Show resilience and perseverance in the face of challenges.</p> <p>Take care over the feelings of others and manage own behaviour accordingly</p> <p>Begin to show competence in sharing and work on this throughout the year.</p>	<p>Jigsaw- Healthy Me</p> <p>Identify and talk about how to keep a healthy body and mind, including:</p> <p>Hygiene,</p> <p>Sleep,</p> <p>Screen time,</p> <p>Healthy eating,</p> <p>Road safety,</p> <p>Mindfulness,</p> <p>Physical activity</p>	<p>Jigsaw- Relationships</p> <p>Think about the perspectives of others</p> <p>Develop confidence in what makes a good friend and how they can both be a good friend and value their friends.</p>	<p>Jigsaw- Changing Me Transition.</p> <p>Thinking about achievements and next steps.</p> <p>Reflecting and feeling proud</p>

	washing, changing and asking for help					
Understanding The World	<p>Being aware of and talking about immediate family and differences between people's home life and communities</p> <p>Looking at seasonal changes on their natural world</p> <p>Name and describe people who are familiar to them.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Compare and contrast characters from stories, including figures from the past</p> <p>Understand that people have different beliefs and celebrate special times in different ways</p> <p>Learning about historical events- Guy Fawkes</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Learning about animals and their habitats.</p> <p>Understanding simple adaptations and environmental pressures to wildlife.</p> <p>Looking at how to protect our wildlife.</p>	<p>Understand that some places are special to members of their community</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Looking at and understanding simple life cycles.</p>	<p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Comment on images of familiar situations in the past</p> <p>Create simple maps and explore navigation</p> <p>Looking at historical figures and their significant discoveries- Mary Anning</p>
Expressive Arts and Design	<p>Beginning to build/create with purpose in mind</p> <p>Developing control of materials and exploring tools to moderate change</p> <p>Explore, use and refine artistic effects to express ideas and feelings.</p> <p>Return to and build on previous learning, refining ideas and ability to represent them.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore, use and refine artistic effects to express ideas and feelings.</p> <p>Return to and build on previous learning, refining ideas and ability to represent them.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore, use and refine artistic effects to express ideas and feelings.</p> <p>Return to and build on previous learning, refining ideas and ability to represent them.</p>	<p>Sing in a group or own their own, increasingly matching the pitch and following the melody.</p> <p>Explore, use and refine artistic effects to express ideas and feelings.</p> <p>Return to and build on previous learning, refining ideas and ability to represent them.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Explore, use and refine artistic effects to express ideas and feelings.</p> <p>Return to and build on previous learning, refining ideas and ability to represent them.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Explore, use and refine artistic effects to express ideas and feelings.</p> <p>Return to and build on previous learning, refining ideas and ability to represent them.</p>
Assessment	Baseline In House Baseline	Parent's Evening Observations	Observations Assessment writing	Parent's Evening Observations	Observations Assessment Writing	Data on Excel End of Year Data

	Observations S&L assessments	Data on Excel		Data on Excel		Reports to Parents
Early Learning Goals						
<u>Communication and Language</u>						
<u>Listening and Attention:</u>						
<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 						
<u>Speaking:</u>						
<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 						
<u>Personal, Social and Emotional Development</u>						
<u>Self-Regulation:</u>						
<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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. 						
<u>Managing Self:</u>						
<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 						
<u>Building Relationships:</u>						
<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. 						

- Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor Skills:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills:

- Hold a pencil effectively in preparation for fluent writing — using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Mathematics

Number:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Expressive Arts and Design

Creating with Materials:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Understanding the World

Past and Present:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.