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Development Matters & Early Learning Goals

Mathematics Specific Areas

Maths	Number	Shape Space and Measures
22-36 Months	<ul style="list-style-type: none"> Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. 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 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. 	<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. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time
30-50 months	<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. Shows curiosity about numbers 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. 	<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. 'round' and 'tall'.

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	<ul style="list-style-type: none"> Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps. 	
<p>40-60 months</p>	<ul style="list-style-type: none"> Recognise 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. 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 marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. 	<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 'behind' or 'next to'. 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. Orders and sequences familiar events. Measures short periods of time in simple ways.

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Development Matters & ELGs

Literacy Specific Areas

Literacy	Reading	Writing
22-36 months	<ul style="list-style-type: none"> • 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 ...' 	<ul style="list-style-type: none"> • Distinguishes between the different marks they make.
30-50 months	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • 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. • 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. • 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. • Looks at books independently. 	<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.

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	<ul style="list-style-type: none"> • 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. 	
<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 information can be retrieved from books and computers. 	<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 short sentences in meaningful contexts.

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Development Matters & ELGs		
Expressive art and design Specific Areas		
EAD	Exploring and Using Media and Materials	Being Imaginative
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. 	<ul style="list-style-type: none"> Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Beginning to make-believe by pretending.
30-50 months	<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. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. 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. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making 	<ul style="list-style-type: none"> Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. 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, e.g. farm animals needing rescue from an armchair 'cliff'. 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.

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	<ul style="list-style-type: none"> enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. 	
<p>40-60 months</p>	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • 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"> • Create 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. • Plays cooperatively as part of a group to develop and act out a narrative.

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Development Matters & ELGs

SOME OF THESE CHANGE TERMS ACCORDING TO YA & YB **Understanding the World Specific Areas**

UW	People and Communities	The World	Technology
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. 	<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. 	<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"> • 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. 	<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. 	<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. • 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"> • Enjoys joining in with family customs and routines 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software

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Development Matters & ELGs

SOME OF THESE CHANGE TERMS ACCORDING TO YA & YB			Physical development Prime Area		
PD	Moving and handling	Health and self-care			
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 pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools 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. 	<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. 			
30-50 months	<ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 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. 	<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 			

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	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • up own trousers, and pulls up zipper once it is fastened at the bottom.
<p>40-60 months</p>	<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. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • 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. 	<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 measures without direct supervision.

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- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Development Matters & ELGs

Communication and Language Prime Areas

	Listening and attention	Understanding	Speaking
22-36 months	<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. 	<ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g., "Who's jumping?" • Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' • Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). • Developing understanding of simple concepts (e.g. big/little). 	<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, e.g. reaches toward toy, saying 'I have it'. • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences (e.g. 'Mummy gonna work.') • Beginning to use word endings (e.g. going, cats).
30-50 months	<ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention - still listen or do, but can shift own attention. 	<ul style="list-style-type: none"> • Understands use of objects (e.g. "What do we use to cut things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. 	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

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	<ul style="list-style-type: none"> • Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> • Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i> • 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. • 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 something else in play, e.g. <i>'This box is my castle.'</i>
40-60 months	<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. 	<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. 	<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. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play.

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Development Matters & ELGs

Personal, Social and Emotional development Prime Areas

PSED	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
22-36 months	<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. 	<ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult. • Expresses own preferences and interests. 	<ul style="list-style-type: none"> • Seeks comfort from familiar adults when needed. • Can express their own feelings such as sad, happy, cross, scared, worried. • Responds to the feelings and wishes of others. • Aware that some actions can hurt or harm others. • Tries to help or give comfort when others are distressed. • Shows understanding and cooperates with some boundaries and routines. • Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. • Growing ability to distract self when upset, e.g. by engaging in a new play activity.
30-50 months	<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. 	<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 	<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

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	<ul style="list-style-type: none"> • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<p>more confident in new social situations.</p> <ul style="list-style-type: none"> • 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>always be met.</p> <ul style="list-style-type: none"> • Can usually adapt behaviour to different events, social situations and changes in routine.
<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. 	<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. 	<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 and solve problems without aggression, e.g. when someone has taken their toy.

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YEAR A	Personal, Social and Emotional	Communication and Language	Literacy	Mathematics	Understanding the World	Physical Development	Expressive Arts and design	Events
<p>Autumn</p> <p>Magical Me Keeping Healthy Stranger Danger My Body People who are important to us Bonfire night Christmas</p> <p>Parent partnership project- Chatterbox All about me</p>	<p>Play with others, learn to share with adult support. Come in to nursery happily with support from key worker. Develop relationships with key worker. Circle time, news time, chatterboxes. Introduce some boundaries and routines. (tidy up time music, walking feet)</p> <p>Bonfire safety Feelings and fears through stories e.g. can't you sleep little bear?</p> <p>Advent, Christmas</p>	<p>Listen to stories. Speaking and Listening games. Lenny the listening lion</p> <p>Identify action words by pointing to the right picture, e.g., "Who's jumping?"</p> <p>News time, circle time, chat Christmas wishes and dreams Christmas Nativity story sequencing terboxes</p>	<p>Read a variety of stories, sing songs. Use props/ story sacks to act out the stories.</p> <p>Mark making activities in sand, water, gloop, paint etc</p> <p>Writing letters to santa. Writing Christmas cards</p>	<p>Number and action rhymes. Filling and emptying containers, snack time use language "more, empty, all gone" routine and picture timetable.</p> <p>Sorting and matching activities by size, shape and colour.</p> <p>Recognising numbers on the advent calendar</p> <p>Decorating the tree using positional language</p> <p>Sharing out food and presents</p>	<p>Talk about their family and friends, Role play Home corner/ birthday party Changes/growing</p> <p>Welly walk (autumn colours/ using our senses)</p> <p>Visit from mum and baby</p> <p>Looking after babies</p> <p>Baby toys , toys we play with now Bonfire night and fireworks circle time and role play. Remembrance day (making poppies) Advent (getting ready for Christmas) Mary and Josephs Journey- How? Where? Where does Santa live? Christmas around the world</p>	<p>Water play- filling and emptying</p> <p>Mark making, use nursery rhymes to make circles and up and down marks</p> <p>Outdoor play running and climbing.</p> <p>Encourage independence with coats, toileting Making and decorating Christmas decorations and biscuits. Playing party games.</p>	<p>Singing favourite songs, moving to music and using ribbons to represent autumn leaves</p> <p>Self portraits</p> <p>Painting with bodies</p> <p>Firework flick paintings/ leaf fireworks, making poppies</p> <p>Making Christmas decorations and cards. Singing Christmas songs and rhymes</p>	<p>Settling in Baseline Parent interviews</p> <p>Harvest</p> <p>Magic Moments board Parents evening</p> <p>All Saints Day Bonfire Night Diwali</p> <p>Remembrance day Advent</p> <p>Christmas Hannukah</p>
<p>Spring</p> <p>What makes the stars twinkle? Planets and stars-space</p>	<p>Circle time Encourage friendships to develop with games etc</p>	<p>Circle time/ news time Bonfire night Whatever Next? Can't you sleep little bear? retelling and joining in with stories and rhymes</p>	<p>Introduce Library books Firework words and poems Whatever Next retelling the story using props</p>	<p>Colours and shapes matching, sorting and naming. Comparing sizes and shapes (rockets, planets) Rocket pictures using</p>	<p>Rockets sizes and shapes, how do they go? Where do they go? Making moon landscape with boxes, constructions, sand, gel, foam etc Rockets and</p>	<p>Welly walks Moving like fireworks Jumping up like rockets, throwing and catching balls (rockets) Exploring the moon swamp using</p>	<p>Making rockets using boxes and junk. Stars in the sky (look at Starry night by Van Gogh) create</p>	<p>Parents evening</p> <p>Chinese new year</p>

All Saints' First School Long Term Overview Curriculum Map

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<p>Parent partnership projects: space rocket</p>			<p>Writing post cards from space Twinkle twinkle little star Making up new rhyming words.</p>	<p>shapes on black paper. Counting down from 10</p>	<p>aliens (playing with technological toys)</p>	<p>tweezers to collect stars.</p>	<p>representations of the swirls and circles.</p>	<p>Pancake day Lent Holi Mother's day</p>
<p>Summer What pets and animals would you find around the world? Pets Mini-beasts Animals around the world Habitats Parent partnership project- pet carrier</p>	<p>Caring for pets and animals Sharing and taking turns Noah's ark story Gods creatures All things Bright and Beautiful</p>	<p>Talking about the pet carrier made at home Role play area Vets Listening to others Listening to stories with increasing attention</p>	<p>Role play area Vets writing about the pets Animal alphabet Making a fact file about animals</p>	<p>Sorting and recognising groups Making totals More or less Counting in 2's Shapes and names Minibeast maths sorting and recognising changes in quantities</p>	<p>Vets and their role How to look after a pet? Where do animals come from? Looking at different Habitats Minibeast hunt</p>	<p>Why is exercise good for us? And why do pets need exercise? Carnival of the animals listen and move like the animals . Making minibeasts Recognise healthy and un healthy foods Understand need for healthy lifestyle</p>	<p>Making minibeasts Action songs and rhymes Learning songs about animals Animal sounds Animal paintings Animal patterns, textures, skin etc</p>	<p>Eid Ramadan Father's day</p>

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YEAR B	Personal, Social and Emotional	Communication and Language	Literacy	Mathematics	Understanding the World	Physical Development	Expressive Arts and design	Events
<p>Autumn</p> <p>Who am I? Keeping Healthy Families and friends Birthdays Our senses My Timeline</p> <p>Parent partnership project- Chatterbox All about me</p>	<p>Play with others, learn to share with adult support. Come in to nursery happily with support from key worker. Develop relationships with key worker. Circle time, news time, chatterboxes</p> <p>Introduce some boundaries and routines. (tidy up time music, walking feet)</p> <p>Bonfire safety Advent, Christmas</p>	<p>Listen to stories. Speaking and Listening games. Lenny the listening lion</p> <p>Identify action words by pointing to the right picture, e.g., "Who's jumping?"</p> <p>News time, circle time, chatterboxes.</p> <p>Bonfire night/ fireworks Celebrations (birthdays, Divali, Christmas)</p>	<p>Read a variety of stories, sing songs. Use props/ story sacks to act out the stories.</p> <p>Mark making activities in sand, water, gloop, paint etc</p> <p>writing letters to Santa and Christmas cards</p>	<p>Number and action rhymes. Filing and emptying containers, snack time use language "more, empty, all gone" routine and picture timetable.</p> <p>Sorting and matching activities by size, shape and colour.</p> <p>Making poppies using different number of petals</p> <p>Decorating the tree using positional language.</p>	<p>Talk about their family and friends, Role play Home corner Welly walk (autumn colours)</p> <p>Visit from mum and baby</p> <p>Looking after babies</p> <p>Baby toys, toys we play with now.</p> <p>All saints day activities Finding out about Remembrance day, Divali. Exploring artefacts from Hindu culture. Advent and the Christmas story.</p>	<p>Water play- filling and emptying</p> <p>Mark making, use nursery rhymes to make circles and up and down marks</p> <p>Outdoor play running and climbing.</p> <p>Encourage independence with coats, toileting</p> <p>Moving like fireworks. Using ribbons, making marks with the movements using paint/pencils etc. moving in different directions and speeds. Threading and making Christmas decorations. Playing party games. Dressing up.</p>	<p>Singing favourite songs, moving to music and using ribbons to represent autumn leaves</p> <p>Self portraits</p> <p>Painting with bodies</p> <p>Firework splatter paintings Making divas Moving like fireworks Christmas cards and decorations</p>	<p>Settling in Baseline Parent interviews</p> <p>Harvest</p> <p>Magic Moments board All saints day Remembrance day Diwali</p> <p>Advent Christmas Nativity Parents Evening</p>
<p>Spring</p> <p>What's your favourite story? Castles Fairy Tales Goodies and Baddies</p>	<p>Circle time new toys and gifts received. Support and encourage sharing. Playing</p>	<p>Listen to stories and begin to join in. Start to anticipate what is going to happen? Role play</p>	<p>Write own story books. Describe story characters and settings. Create own characters and</p>	<p>Number rhymes and songs (reciting numbers in order to 10) using toys and props to</p>	<p>Talking about Christmas presents/ holiday Creating dens, castles, houses, bridges using large and small</p>	<p>Moving around obstacles, moving in different ways. Chinese dragon dance, moving with ribbons</p>	<p>Painting pictures of the Gruffalo characters. Exploring different textures and sounds Masks and puppets</p>	<p>Chinese new year Pancake day Lent Easter</p>

Term 1

Term 2

Term 3

<p>Chinese New Year</p> <p>Parent partnership project- dressing up as favourite story character</p>	<p>with others (Role play areas, making up stories using props) Circle time/ talking about feelings Behaviour and consequences</p>	<p>stories using props and dressing up clothes. Listening games. Creating story settings developing understanding and language.</p>	<p>settings. Pencil control activities. Rhyming games and activities. Making up silly rhymes. Continue a rhyming string</p>	<p>support the rhymes. Use positional language in stories, and through role play. Using shapes to make dragon masks, castles, crowns.</p>	<p>construction, seasonal welly walk</p> <p>Baking and cooking activities</p> <p>Chinese New Year.. ICT/ programmable toys.</p>	<p>going round and round. Dressing up clothes to help with independence. Activities to develop pencil grip and control</p>	<p>to retell stories</p>	<p>Holi Mothers day</p>
<p>Summer</p> <p>How do things change?</p> <p>Explore the grounds Plants / flowers / vegetables Seasons and time Where does our food come from?</p> <p>Parent partnership project-</p>	<p>Selecting resources in the role play areas. Reinforce rules and routines. Friendship daisy chain. Garden centre/ fancy dress role play conversations</p>	<p>Asking questions and finding out. Talking about what will happen next? Following instructions: Planting seeds, baking bread, making jelly, melting ice Question why things happen?</p>	<p>Percy the Park Keeper stories Peter Rabbit stories Ascribing meanings to marks Writing plant labels Jack and the Beanstalk Dinosaur stories Jaspers beanstalk The magic porridge pot Linking sounds to letters Segment and blend sounds in words Recognise words Write own name and simple sentences</p>	<p>Measuring plants Describing shapes and size Counting and matching number of petals on flowers Comparing groups of objects Looking for shapes all around us Days of the week Time Count objects beyond 10 Count out 6 from a larger group Order objects by weight and height Printing patterns with fruits and vegetables</p>	<p>Life Cycles of animals: frogs etc Dinosaurs What do you want to be when you grow up? Different occupations Welly walk: changes around our school, what can we see? Visit to Ballington wood Seasons/weather Looking at the globe where does food come from Name animals and plants that give us food Recognise similarities and differences Tasting foods</p>	<p>Moving in different ways, changing directions. Effects on our bodies when exercising. Changing shapes with our bodies. Dinosaur dance. Playing catch</p> <p>Travelling with confidence and skill</p> <p>Holds a pencil properly and uses it with control Forming some recognisable letters Recognise healthy and un healthy foods Understand need for healthy lifestyle</p>	<p>Mixing colours how do they change? Making different sounds with instruments How do the sounds change? Describing textures Sunflower paintings Recycle art/ sculpture Singing songs and making up songs. Easter cards</p>	<p>Eid</p> <p>Sports week</p>

All Saints' First School Long Term Overview Curriculum Map

Term 1

Term 2

Term 3

	Autumn		Spring 1		Summer 1	
	<p>Magical Me Keeping Healthy Families and friends Birthdays Our senses My Timeline</p>	<p>Harvest Bonfire night diwali Advent Hanukkah Christmas</p>	<p>What makes the stars twinkle? Space Stars and planets Night and day Light and dark Aliens</p>	<p>Chinese New Year Pancake day/ Lent Easter Holi Mother's day</p>	<p>What pets and animals would you find around the world? Pets Mini-beasts Animals around the world Habitats</p>	<p>Eid Ramadan Father's day</p>
	<p>Who am I? Keeping Healthy Stranger Danger My Body People who are important to us</p>	<p>Harvest Bonfire night diwali Advent Hanukkah Christmas</p>	<p>What's your favourite story? Traditional stories and rhymes Castles Fairy Tales Goodies and Baddies Pirates Superheros</p>	<p>Chinese New Year Pancake day/ Lent Easter Holi Mother's day</p>	<p>How do things change? Explore the school grounds Staying safe/ road safety Growing Life cycles Plants/flowers/vegetables Where does food come from?</p>	<p>Eid Ramadan Father's day</p>

Term 1 Term 2 Term 3

Role play opportunities	Home corner Birthday party Laundrette Doctors Hospital Fire station Police station Dentist Opticians School	Toy shop Toy workshop Story telling tent Santa's grotto Santa's workshop Toy shop Nativity scene	Woods Fancy dress shop Book link traditional tales Teddy bears picnic /garden Story telling tent Chinese new year Fairy tale castle Home Giants castle Light and dark area Space station Moon landing Rocket	Chinese restaurant Café	Fruit and vegetable shop Farm shop Florist Woods Jungle Travel agent Campsite Hotel Aeroplane Train Garden Centre Vets Pet shop Safari Dinosaur museum	Seaside Tourist information Seaside souvenir shop Library
ICT	ICT toys iPad		Accessing the school ict suite spring term onwards			

Term 1

Term 2

Term 3

Community cohesion links	Harvest Bonfire night Christmas around the world Festival of light Diwali Hanukah All Saints Day		Compare and contrast countries Chinese New Year Easter Eid Holi Mother's Day Café		Looking at countries and cultures around the world Daddy's Diner	
Shine events			Linked to story theme? Or space?		Linked to around our school? Or animal man visit?	
Display	Welcome to our Nursery display (induction visits) Our favourite stories Self portraits Autumn Nursery Rhymes	Bonfire night paintings Splatter paintings Celebrations Divali Rangoli patterns Poppies Advent Winter	Noah's Ark The Gruffalo Fairy tale castle Story characters Once upon a time Chinese New Year Shapes rockets and stars Rockets 3d models Starry Night Van Gogh	Spring Jack and the Beanstalk Number Garden	Jungle Rainforest Desert	Healthy and unhealthy foods Summer Handa's Surprise Rainbow paintings

Term 1

Term 2

Term 3

YEAR C	Personal, Social and Emotional	Communication and Language	Literacy	Mathematics	Understanding the World	Physical Development	Expressive Arts and design	Events
<p>Autumn</p> <p>MAGICAL ME: Keeping Healthy Families and friends Birthdays Our senses My Timeline</p> <p>Parent partnership project- Chatterbox All about me</p>	<p>Play with others, learn to share with adult support. Come in to nursery happily with support from key worker. Develop relationships with key worker. Circle time, news time, chatterboxes</p> <p>Introduce some boundaries and routines. (tidy up time music, walking feet)</p> <p>Bonfire safety Advent, Christmas</p>	<p>Listen to stories. Speaking and Listening games. Lenny the listening lion</p> <p>Identify action words by pointing to the right picture, e.g., "Who's jumping?"</p> <p>News time, circle time, chatterboxes.</p> <p>Bonfire night/ fireworks Celebrations (birthdays, Divali, Christmas)</p>	<p>Read a variety of stories, sing songs. Use props/ story sacks to act out the stories.</p> <p>Mark making activities in sand, water, gloop, paint etc</p> <p>writing letters to Santa and Christmas cards</p>	<p>Number and action rhymes. Filing and emptying containers, snack time use language "more, empty, all gone" routine and picture timetable.</p> <p>Sorting and matching activities by size, shape and colour.</p> <p>Making poppies using different number of petals</p> <p>Decorating the tree using positional language.</p>	<p>Talk about their family and friends, Role play Home corner Welly walk (autumn colours)</p> <p>Visit from mum and baby</p> <p>Looking after babies</p> <p>Baby toys, toys we play with now.</p> <p>All saints day activities Finding out about Remembrance day, Divali. Exploring artefacts from Hindu culture. Advent and the Christmas story.</p>	<p>Water play- filling and emptying</p> <p>Mark making, use nursery rhymes to make circles and up and down marks</p> <p>Outdoor play running and climbing.</p> <p>Encourage independence with coats, toileting</p> <p>Moving like fireworks. Using ribbons, making marks with the movements using paint/pencils etc. moving in different directions and speeds. Threading and making Christmas decorations. Playing party games. Dressing up.</p>	<p>Singing favourite songs, moving to music and using ribbons to represent autumn leaves</p> <p>Self portraits</p> <p>Painting with bodies</p> <p>Firework splatter paintings Making divas Moving like fireworks Christmas cards and decorations</p>	<p>Settling in Baseline Parent interviews</p> <p>Harvest</p> <p>Magic Moments board All saints day Remembrance day Diwali</p> <p>Advent Christmas Nativity Parents Evening</p>
<p>Spring</p> <p>WHAT SHALL WE PLAY? Ball games/playground games</p>	<p>Circle time new toys and gifts received. Support and encourage sharing. Playing</p>	<p>Listen to stories and begin to join in. Start to anticipate what is going to happen? Role play</p>	<p>Write own story books. Describe story characters and settings. Create own characters and</p>	<p>Number rhymes and songs (reciting numbers in order to 10) using toys and props to</p>	<p>Talking about Christmas presents/ holiday Creating dens, castles, houses, bridges using large and small</p>	<p>Moving around obstacles, moving in different ways. Chinese dragon dance, moving with</p>	<p>Painting pictures of the favourite toys Exploring different textures and sounds Masks and puppets to retell stories</p>	<p>Chinese new year Pancake day Lent Easter</p>

