

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Development Matters & Early Learning Goals		
Mathematics Specific Areas		
Maths	Number	Shape Space and Measures
30 - 50 months	<ol style="list-style-type: none"> 1. Uses some number names and number language spontaneously. 2. Uses some number names accurately in play. 3. Recites numbers in order to 10. 4. Knows that numbers identify how many objects are in a set. 5. Beginning to represent numbers using fingers, marks on paper or pictures. 6. Sometimes matches numeral and quantity correctly. 7. Shows curiosity about numbers by offering comments or asking questions. 8. Compares two groups of objects, saying when they have the same number. 9. Shows an interest in number problems. 10. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. 11. Shows an interest in numerals in the environment. 12. Shows an interest in representing numbers. 13. Realises not only objects, but anything can be counted, including steps, claps or jumps. 	<ol style="list-style-type: none"> 1. Shows an interest in shape and space by playing with shapes or making arrangements with objects. 2. Shows awareness of similarities of shapes in the environment. 3. Uses positional language. 4. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. 5. Shows interest in shapes in the environment. 6. Uses shapes appropriately for tasks. 7. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
40 - 60+ months	<ol style="list-style-type: none"> 14. Recognise some numerals of personal significance. 15. Recognises numerals 1 to 5. 16. Counts up to three or four objects by saying one number name for each item. 17. Counts actions or objects which cannot be moved. 18. Counts objects to 10, and beginning to count beyond 10. 19. Counts out up to six objects from a larger group. 20. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. 21. Counts an irregular arrangement of up to ten objects. 22. Estimates how many objects they can see and checks by counting them. 23. Uses the language of 'more' and 'fewer' to compare two sets of objects. 24. Finds the total number of items in two groups by counting all of them. 25. Says the number that is one more than a given number. 26. Finds one more or one less from a group of up to five objects, then ten objects. 27. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. 28. Records, using marks that they can interpret and explain. 29. Begins to identify own mathematical problems based on own interests and fascinations. 	<ol style="list-style-type: none"> 8. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. 9. Selects a particular named shape. 10. Can describe their relative position such as 'behind' or 'next to'. 11. Orders two or three items by length or height. 12. Orders two items by weight or capacity. 13. Uses familiar objects and common shapes to create and recreate patterns and build models. 14. Uses everyday language related to time. 15. Beginning to use everyday language related to money. 16. Orders and sequences familiar events. 17. Measures short periods of time in simple ways.
ELG	<ol style="list-style-type: none"> 30. Children count reliably with numbers from one to 20. 31. Place numbers in order. 32. Say which number is one more or one less than a given number. 33. Using quantities and objects, they add two single-digit numbers and count on to find the answer. 34. Using quantities and objects, they subtract two single-digit numbers and back to find the answer. 	<ol style="list-style-type: none"> 18. Children use everyday language to talk about size to compare quantities and objects and to solve problems. 19. Children use everyday language to talk about weight to compare quantities and objects and to solve problems. 20. Children use everyday language to talk about capacity to compare quantities and objects and to solve problems. 21. Children use everyday language to talk about position to compare quantities and

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

<p>35. They solve problems, including doubling, halving and sharing.</p>	<p>objects and to solve problems.</p> <p>22. Children use everyday language to talk about distance to compare quantities and objects and to solve problems.</p> <p>23. Children use everyday language to talk about time to compare quantities and objects and to solve problems.</p> <p>24. Children use everyday language to talk about money to compare quantities and objects and to solve problems.</p> <p>25. They recognise, create and describe patterns.</p> <p>26. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
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Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Development Matters & ELGs		
Literacy Specific Areas		
Literacy	Reading	Writing
30 - 50 months	<ol style="list-style-type: none"> 1. Enjoys rhyming and rhythmic activities. 2. Shows awareness of rhyme and alliteration. 3. Recognises rhythm in spoken words. 4. Listens to and joins in with stories and poems, one-to-one and also in small groups. 5. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 6. Beginning to be aware of the way stories are structured. 7. Suggests how the story might end. 8. Listens to stories with increasing attention and recall. 9. Describes main story settings, events and principal characters. 10. Shows interest in illustrations and print in books and print in the environment. 11. Recognises familiar words and signs such as own name and advertising logos. 12. Looks at books independently. 13. Handles books carefully. 14. Knows information can be relayed in the form of print. 15. Holds books the correct way up and turns pages. 16. Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ol style="list-style-type: none"> 1. Sometimes gives meaning to marks as they draw and paint. 2. Ascribes meanings to marks that they see in different places.
40 - 60+ months	<ol style="list-style-type: none"> 17. Continues a rhyming string. 18. Hears and says the initial sound in words. 19. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. 20. Links sounds to letters, naming and sounding the letters of the alphabet. 21. Begins to read words and simple sentences. 22. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 23. Enjoys an increasing range of books. 24. Knows that information can be retrieved from books and computers. 	<ol style="list-style-type: none"> 3. Gives meaning to marks they make as they draw, write and paint. 4. Begins to break the flow of speech into words. 5. Continues a rhyming string. 6. Hears and says the initial sound in words. 7. Can segment the sounds in simple words and blend them together. 8. Links sounds to letters, naming and sounding the letters of the alphabet. 9. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 10. Writes own name and other things such as labels, captions. 11. Attempts to write short sentences in meaningful contexts.
ELG	<ol style="list-style-type: none"> 25. Children read and understand simple sentences. 26. They use phonic knowledge to decode regular words and read them aloud accurately. 27. They also read some common irregular words. 28. 4. They demonstrate understanding when talking with others about what they have read. 	<ol style="list-style-type: none"> 12. Children use their phonic knowledge to write words in ways which match their spoken sounds. 13. They also write some irregular common words. 14. They write simple sentences which can be read by themselves and others. 15. Some words are spelt correctly and others are phonetically plausible.

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Development Matters & ELGs		
Expressive art and design Specific Areas		
EAD	Exploring and Using Media and Materials	Being Imaginative
30 - 50 months	<ol style="list-style-type: none"> 1. Enjoys joining in with dancing and ring games. 2. Sings a few familiar songs. 3. Beginning to move rhythmically. 4. Imitates movement in response to music. 5. Taps out simple repeated rhythms. 6. Explores and learns how sounds can be changed. 7. Explores colour and how colours can be changed. 8. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. 9. Beginning to be interested in and describe the texture of things 10. Uses various construction materials. 11. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. 12. Joins construction pieces together to build and balance. 13. Realises tools can be used for a purpose. 	<ol style="list-style-type: none"> 1. Developing preferences for forms of expression. 2. Uses movement to express feelings. 3. Creates movement in response to music. 4. Sings to self and makes up simple songs. 5. Makes up rhythms. 6. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. 7. Engages in imaginative role-play based on own first-hand experiences. 8. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. 9. Uses available resources to create props to support role-play. 10. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
40 - 60+ months	<ol style="list-style-type: none"> 14. Begins to build a repertoire of songs and dances. 15. Explores the different sounds of instruments. 16. Explores what happens when they mix colours. 17. Experiments to create different textures. 18. Understands that different media can be combined to create new effects. 19. Manipulates materials to achieve a planned effect. 20. Constructs with a purpose in mind, using a variety of resources. 21. Uses simple tools and techniques competently and appropriately. 22. Selects appropriate resources and adapts work where necessary. 23. Selects tools and techniques needed to shape, assemble and join materials they are using. 	<ol style="list-style-type: none"> 11. Create simple representations of events, people and objects. 12. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 13. Chooses particular colours to use for a purpose. 14. Introduces a storyline or narrative into their play. 15. Plays alongside other children who are engaged in the same theme. 16. Plays cooperatively as part of a group to develop and act out a narrative.
ELG	<ol style="list-style-type: none"> 24. Children sing songs, make music and dance, and experiment with ways of changing them. 25. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ol style="list-style-type: none"> 17. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. 18. They represent their own ideas, thoughts and feelings through, art, music, dance, role play and stories.

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Development Matters & ELGs			
SOME OF THESE CHANGE TERMS ACCORDING TO YA & YB		Understanding of the World Prime Areas	
UW	People and Communities	The World	Technology
30 - 50 months	<ol 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. 	<ol 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. 	<ol 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	<ol style="list-style-type: none"> Enjoys joining in with family customs and routines. 	<ol style="list-style-type: none"> Looks closely at similarities, differences patterns and change. 	<ol style="list-style-type: none"> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.
ELG	<ol style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ol style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. 	<ol style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Development Matters & ELGs		
SOME OF THESE CHANGE TERMS ACCORDING TO YA & YB		
Physical development Prime Area		
PD	Moving and handling	Health and self-care
30 - 50 months	<ol style="list-style-type: none"> 1. • 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. 2. • Mounts stairs, steps or climbing equipment using alternate feet. 3. • Walks downstairs, two feet to each step while carrying a small object. 4. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. 5. • Can stand momentarily on one foot when shown. 6. • Can catch a large ball. 7. • Draws lines and circles using gross motor movements. 8. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. 9. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. 10. • Holds pencil near point between first two fingers and thumb and uses it with good control. 11. • Can copy some letters, e.g. letters from their name. 	<ol style="list-style-type: none"> 1. Can tell adults when hungry or tired or when they want to rest or play. 2. Observes the effects of activity on their bodies. 3. Understands that equipment and tools have to be used safely. 4. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. 5. Can usually manage washing and drying hands. 6. 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.
40 - 60+ months	<ol style="list-style-type: none"> 12. • Experiments with different ways of moving. 13. • Jumps off an object and lands appropriately. 14. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. 15. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. 16. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. 17. • Uses simple tools to effect changes to materials. 18. • Handles tools, objects, construction and malleable materials safely and with increasing control. 19. • Shows a preference for a dominant hand. 20. • Begins to use anticlockwise movement and retrace vertical lines. 21. • Begins to form recognisable letters. 22. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<ol style="list-style-type: none"> 7. Eats a healthy range of foodstuffs and understands need for variety in food. 8. Usually dry and clean during the day. 9. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. 10. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. 11. Shows understanding of how to transport and store equipment safely. 12. Practices some appropriate safety measures without direct supervision.
ELG	<ol style="list-style-type: none"> 23. Children show good control and co-ordination in large and small movements. 24. They move confidently in a range of ways, safely negotiating space. 25. 3. They handle equipment and tools effectively, including pencils for writing. 	<ol style="list-style-type: none"> 13. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. 14. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Development Matters & ELGs			
Communication and Language Prime Areas			
	Listening and attention	Understanding	Speaking
30 - 50 months	<p>1L Listens to others one to one or in small groups, when conversation interests them.</p> <p>2L Listens to stories with increasing attention and recall.</p> <p>3L Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>4L Focusing attention - still listen or do, but can shift own attention.</p> <p>5L Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>1U Understands use of objects (e.g. "What do we use to cut things?")</p> <p>2U Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>3U Responds to simple instructions, e.g. to get or put away an object.</p> <p>4U Beginning to understand 'why' and 'how' questions.</p>	<p>1S Beginning to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>).</p> <p>2S Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</p> <p>3S Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>4S Questions why things happen and gives explanations. Asks e.g. <i>who</i>, <i>what</i>, <i>when</i>, <i>how</i>.</p> <p>5S Uses a range of tenses (e.g. <i>play</i>, <i>playing</i>, <i>will play</i>, <i>played</i>).</p> <p>6S Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>7S Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>8S Builds up vocabulary that reflects the breadth of their experiences.</p> <p>9S Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i>.</p>
40 - 60+ months	<p>6L Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>7L Two-channelled attention - can listen and do for short span.</p>	<p>5U Responds to instructions involving a two-part sequence.</p> <p>6U Understands humour, e.g. nonsense rhymes, jokes.</p> <p>7U Able to follow a story without pictures or props.</p> <p>8U Listens and responds to ideas expressed by others in conversation or discussion.</p>	<p>10S Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>11S Uses language to imagine and recreate roles and experiences in play situations.</p> <p>12S Links statements and sticks to a main theme or intention.</p> <p>13S Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>14S Introduces a storyline or narrative into their play.</p>
ELG	<p>8L Children listen attentively in a range of situations.</p> <p>9L They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>10L They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>9U Children follow instructions involving several ideas or actions.</p> <p>10U They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>15S. Children express themselves effectively, showing awareness of listeners' needs.</p> <p>16S. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>17S. They develop their own narratives and explanations by connecting ideas or events.</p>

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Development Matters & ELGs			
Personal, Social and Emotional development Prime Areas			
PSED	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
30 - 50 months	<p>1r. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>2r. Initiates play, offering cues to peers to join them.</p> <p>3r. Keeps play going by responding to what others are saying or doing.</p> <p>4r. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>1c Can select and use activities and resources with help.</p> <p>2c Welcomes and values praise for what they have done.</p> <p>3c Enjoys responsibility of carrying out small tasks.</p> <p>4c Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>5c Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>6c Shows confidence in asking adults for help.</p>	<p>1f. Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>2f Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>3f Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>4f Can usually adapt behaviour to different events, social situations and changes in routine.</p>
40 - 60+ months	<p>5r Initiates conversations, attends to and takes account of what others say.</p> <p>6r Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>7r Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>7c Confident to speak to others about own needs, wants, interests and opinions.</p> <p>8c Can describe self in positive terms and talk about abilities.</p>	<p>5f Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>6f Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>7f Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>
ELG	<p>8r Children play co-operatively, taking turns with others.</p> <p>9r They take account of one another's ideas about how to organise their activity.</p> <p>10r They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>9c Children are confident to try new activities and say why they like some activities more than others.</p> <p>10c They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>11c They say when they do or don't need help.</p>	<p>8f Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>9f They work as part of a group or class, and understand and follow the rules.</p> <p>10f They adjust their behaviour to different situations, and take changes of routine in their stride.</p>

All Saints' First School Long Term Overview Curriculum Map

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

YEAR A	Personal, Social and Emotional	Communication and Language	Literacy	Mathematics	Understanding of the World	Physical Development	Expressive Arts and design	Events
<p>Autumn</p> <p>Magical Me- What makes me similar / different?</p> <p>Keeping Healthy Families and friends</p> <p>Birthdays</p> <p>Our senses</p> <p>My Timeline</p> <p>Parent partnership project- Chatterbox</p> <p>All about me</p>	<p>Forming good relationships and including others in play i.e. sharing</p> <p>Selecting own resources</p> <p>Communicating with peers and listening</p> <p>Aware of boundaries</p>	<p>Can show some listening skills</p> <p>Follow simple instructions</p> <p>Understands the uses of the equipment</p> <p>Can talk about what has happened</p>	<p>Rhythmic activities</p> <p>Looking at books and joining in with refrains</p> <p>Making marks for meaning</p>	<p>Use number in play</p> <p>Recognises numbers up to 5 and can count out the right number of objects/actions</p> <p>Uses shapes in pictures</p>	<p>Shows an interest in their lives and those of personal significance.</p> <p>Knows what makes them similar and unique</p> <p>Comments about what they have seen/discovered in the world</p> <p>Investigates toys that use ICT or have moving parts</p>	<p>Moves freely using suitable spaces and speed</p> <p>Draws lines and circles</p> <p>Holding a pen correctly</p> <p>Understands their own needs</p> <p>hunger/toilet/personal hygiene</p> <p>Dresses with support</p> <p>Knows equipment needs to be used safely</p>	<p>Learning new songs</p> <p>Simple construction</p> <p>Using simple tools</p> <p>Familiar role play</p>	<p>Settling in</p> <p>Baseline</p> <p>Harvest</p>
<p>Autumn 2</p> <p>How do we celebrate?</p> <p>Bonfire night</p> <p>Light and Dark</p> <p>Celebrations in other countries/cultures</p> <p>Christmas</p> <p>Festivals of Light</p>	<p>Explains their own knowledge and asks questions.</p> <p>Takes on responsibility.</p> <p>Confident in different social situations</p> <p>Aware of others feelings</p> <p>Solving their own problems</p> <p>Working as a group</p>	<p>Listens with more interest and responds to stories with refrains.</p> <p>Can describe where something is with prepositions</p> <p>Follows 2 step instructions</p> <p>Using and because in sentences.</p> <p>Use language to support role play.</p>	<p>Being aware of alliteration-initial sounds-rhyming string</p> <p>Aware of the structure of stories</p> <p>Recognising some words</p> <p>Blending sounds</p> <p>Beginning to read simple words</p>	<p>Matching objects to numerals</p> <p>Starts to represent numbers</p> <p>Counting up to 10 and beyond</p> <p>Counting up to 10 objects</p> <p>Using positional language</p> <p>Uses shape in construction</p> <p>Creates patterns</p>	<p>Recognises and describes special events and joining in with them</p> <p>They understand differences in different families</p> <p>Talks about how things work</p> <p>Knows how simple ICT works</p> <p>Uses age appropriate software.</p>	<p>Moves freely in a variety of different ways</p> <p>Uses scissors and other tools safely</p> <p>Show a dominant hand</p> <p>Makes anticlockwise movement</p> <p>Understands the need for varied and healthy food</p>	<p>Moving to music rhythmically</p> <p>Exploring colour/texture to make pictures</p> <p>Sounds of instruments</p> <p>Joining in with a wider variety of role play</p>	<p>Diwali</p> <p>Hanukah</p> <p>Buddhism</p> <p>Lantern Festival</p> <p>Christmas</p> <p>Parents Evening</p>
<p>Spring</p> <p>What makes the stars twinkle?</p> <p>Bonfire night</p> <p>Planets and stars-space</p> <p>Travel</p> <p>Christmas</p> <p>Shall we imagine?</p> <p>Teddy Bears</p> <p>Traditional Stories</p>	<p>Finds compromise with peers</p> <p>Confident to speak about their own needs/opinions</p> <p>Understands their actions on others</p>	<p>Can sit quietly during an activity</p> <p>Can listen and then complete an activity.</p> <p>Understands some humour</p> <p>Asking questions</p> <p>Uses different tenses</p> <p>Extends vocabulary and uses new vocabulary in role play.</p>	<p>Predicting stories</p> <p>Describing different elements in stories</p> <p>Rhyming string</p> <p>Uses storylines in role play</p> <p>Uses phonics to decode</p> <p>Writing own name and captions</p>	<p>Starts to find totals by combining</p> <p>One more/one less up to 5 then 10</p> <p>Records work with their marks</p> <p>Describes shapes 2D and 3D</p> <p>Orders items by length/weight/capacity</p> <p>Orders time sequence</p>	<p>Knows that information can be selected from the computer</p> <p>Completes a simple program on the computer.</p>	<p>Can stand on one foot</p> <p>Can catch a ball</p> <p>Can write some letters and copy their name</p> <p>Experiments moving in different ways on equipment and jumps landing safely</p> <p>Manages own risk assessment.</p> <p>Helps to put away equipment correctly</p>	<p>Repeated rhythms</p> <p>Movement to music</p> <p>Learning a wider variety of songs</p> <p>Constructing with purpose</p> <p>Expressive in art/drama/dance</p>	

All Saints' First School Long Term Overview Curriculum Map

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

<p>and Rhymes Parent partnership project- Favourite Toys What can we find out about our school? Explore the grounds Where is the school in the locality? People who help us Staying safe Road safety</p>	<p>Taking turns Expressing preference of activity with reasoning Knowing that some behaviour is unacceptable.</p>	<p>Listening attentively in different situations. Able to follow a story without pictures or props. Uses intonation Links statements in an organised way.</p>	<p>Using information books Reading and understanding simple sentences Attempting to write simple sentences using phonics</p>	<p>Estimating More/fewer language Subtraction in taking away Counting up to 20 Ordering numbers to 20 Use time and money language Patterns</p>	<p>Understands that children don't always enjoy the same thing Shows an interest in different occupation. Looks at patterns and change in the environment Understands that technology is all around us</p>	<p>Demonstrates increasing control over objects Used tools to change to materials Moving confidently Uses safety measures without direct supervision</p>	<p>Creating different textures Selecting a wider range of tools Introducing storylines to their role play</p>	<p>Mother's Day Easter Eid Holi Parents Evening</p>
<p>Summer What pets and animals would you find around the world? Pets Mini-beasts Animals around the world Habitats Parent partnership project- habitat</p>	<p>Include others ideas in their activity. Can say when they need or don't need help. Adjust their behaviour to different situations and can adapt with a new routine.</p>	<p>Listens to stories and responds appropriately. Listens and responds to peers ideas Listen to more complex instructions Able to express themselves being aware of the listener</p>	<p>Demonstrating understanding of what they have read Writing irregular common words Writing sentences that they and others can read</p>	<p>Using mathematical language to create and solve mathematical problems One more one less without apparatus Subtraction- counting backwards</p>	<p>Make observation of animals and plants and explain why some differences have occurred Shows a concern for the living things Understands growth and decay</p>	<p>Good control and co-ordination in large and small movement Understand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe</p>	<p>Adapting work when necessary Develop a narrative Experimentation with different textures</p>	
<p>Summer How do you make a rainbow? Weather Sea life Colours Our holidays</p>	<p>Demonstrate sensitivity to other children and form positive relationships with other children.</p>	<p>Responds appropriately to different situations Using tense correctly Create their own narrative.</p>	<p>Writing more sentences using phonetically plausible and knowing using some high frequency words</p>	<p>Using a number line to count on and backwards to solve addition and subtraction Doubling and halving Mathematical language to describe 3D shapes Using distance language</p>	<p>Know about similarities/differences with environments/materials /living things/places</p>	<p>Sports day and physical activities that are included within this using a variety of equipment.</p>	<p>Children creating their own songs and adding their own music Creating their own art pieces and explaining them</p>	<p>Sports Week Parents evening</p>

All Saints' First School Long Term Overview Curriculum Map

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

YEAR B	Personal, Social and Emotional	Communication and Language	Literacy	Mathematics	Understanding of the World	Physical Development	Expressive Arts and design	Events
<p>Autumn</p> <p>What makes me special?</p> <p>Keeping Healthy Stranger Danger My Body People who are important to us Parent partnership project- Chatterbox All about me</p> <p>Autumn 2</p> <p>What makes the stars twinkle?</p> <p>Bonfire night Planets and stars-space Travel Christmas</p>	<p>Forming good relationships and including others in play i.e. sharing Selecting own resources Communicating with peers and listening Aware of boundaries</p>	<p>Can show some listening skills Follow simple instructions Understands the uses of the equipment Can talk about what has happened</p>	<p>Rhythmic activities Looking at books and joining in with refrains Making marks for meaning</p>	<p>Use number in play Recognises numbers up to 5 and can count out the right number of objects/actions Uses shapes in pictures</p>	<p>Shows an interest in their lives and those of personal significance. Knows what makes them similar and unique Comments about what they have seen/discovered in the world Investigates toys that use ICT or have moving parts</p>	<p>Moves freely using suitable spaces and speed Draws lines and circles Holding a pen correctly Understands their own needs hunger/toilet/personal hygiene Dresses with support Knows equipment needs to be used safely</p>	<p>Learning new songs Simple construction Using simple tools Familiar role play</p>	<p>Settling in Baseline Harvest</p>
<p>Explains their own knowledge and asks questions. Takes on responsibility. Confident in different social situations Aware of others feelings Solving their own problems Working as a group</p>	<p>Listens with more interest and responds to stories with refrains. Can describe where something is with prepositions Follows 2 step instructions Using and because in sentences. Use language to support role play.</p>	<p>Being aware of alliteration-initial sounds-rhyming string Aware of the structure of stories Recognising some words Blending sounds Beginning to read simple words</p>	<p>Matching objects to numerals Starts to represent numbers Counting up to 10 and beyond Counting up to 10 objects Using positional language Uses shape in construction Creates patterns</p>	<p>Recognises and describes special events and joining in with them They understand differences in different families Talks about how things work Knows how simple ICT works Uses age appropriate software.</p>	<p>Moves freely in a variety of different ways Uses scissors and other tools safely Show a dominant hand Makes anticlockwise movement Understands the need for varied and healthy food</p>	<p>Moving to music rhythmically Exploring colour/texture to make pictures Sounds of instruments Joining in with a wider variety of role play</p>	<p>Parents evening Christmas</p>	

All Saints' First School Long Term Overview Curriculum Map

Term 1 Term 2 Term 3 Term 4 Term 5 Term 6

<p>Spring Fairy Tales- Tell me a story Castles Fairy Tales Goodies and Baddies Chinese New Year Parent partnership project- Spring 2 How do things change? Explore the grounds Plants / flowers / vegetables Seasons and time</p>	<p>Finds compromise with peers Confident to speak about their own needs/opinions Understands their actions on others</p>	<p>Can sit quietly during an activity Can listen and then complete an activity. Understands some humour Asking questions Uses different tenses Extends vocabulary and uses new vocabulary in role play.</p>	<p>Predicting stories Describing different elements in stories Rhyming string Uses storylines in role play Uses phonics to decode Writing own name and captions</p>	<p>Starts to find totals by combining One more/one less up to 5 then 10 Records work with their marks Describes shapes 2D and 3D Orders items by length/weight/capacity Orders time sequence</p>	<p>Knows that information can be selected from the computer Completes a simple program on the computer.</p>	<p>Can stand on one foot Can catch a ball Can write some letters and copy their name Experiments moving in different ways on equipment and jumps landing safely Manages own risk assessment. Helps to put away equipment correctly</p>	<p>Repeated rhythms Movement to music Learning a wider variety of songs Constructing with purpose Expressive in art/drama/dance</p>	
	<p>Taking turns Expressing preference of activity with reasoning Knowing that some behaviour is unacceptable.</p>	<p>Listening attentively in different situations. Able to follow a story without pictures or props. Uses intonation Links statements in an organised way.</p>	<p>Using information books Reading and understanding simple sentences Attempting to write simple sentences using phonics</p>	<p>Estimating More/fewer language Subtraction in taking away Counting up to 20 Ordering numbers to 20 Use time and money language Patterns</p>	<p>Understands growth and decay Shows a concern for the living things Looks at patterns and change in the environment Know about similarities/differences with environments/materials /living things/places</p>	<p>Demonstrates increasing control over objects Used tools to change to materials Moving confidently Uses safety measures without direct supervision</p>	<p>Creating different textures Selecting a wider range of tools Introducing storylines to their role play</p>	<p>Easter Eid Holi Parents evening Mother's Day</p>
<p>Summer Our Environment- What can we find out about our school? Playground games / games The fairground Leisure activities Parent partnership project- Make a musical instrument, make a track game, make a map/picture after a visit to the park</p>	<p>Include others ideas in their activity. Can say when they need or don't need help. Adjust their behaviour to different situations and can adapt with a new routine.</p>	<p>Listens to stories and responds appropriately. Listens and responds to peers ideas Listen to more complex instructions Able to express themselves being aware of the listener</p>	<p>Demonstrating understanding of what they have read Writing irregular common words Writing sentences that they and others can read</p>	<p>Using mathematical language to create and solve mathematical problems One more one less without apparatus Subtraction- counting backwards</p>	<p>Understands that children don't always enjoy the same thing Shows an interest in different occupation. Understands that technology is all around us</p>	<p>Sports day and physical activities that are included within this using a variety of equipment.</p>	<p>Adapting work when necessary Develop a narrative Experimentation with different textures</p>	
	<p>Demonstrate sensitivity to</p>	<p>Responds appropriately to</p>	<p>Writing more sentences using</p>	<p>Using a number line to count on and backwards to</p>	<p>Make observation of animals and plants and</p>	<p>Good control and co-ordination in large and</p>	<p>Children creating their own songs and</p>	<p>Food tasting</p>

All Saints' First School Long Term Overview Curriculum Map

Term 1 Term 2 Term 3 Term 4 Term 5 Term 6

<p>Summer 2 Where does our food come from? Picnics My packed lunch Handa's surprise Shopping Food in our locality / supermarket Foods from around the world</p>	<p>other children and form positive relationships with other children.</p>	<p>different situations Using tense correctly Create their own narrative.</p>	<p>phonetically plausible and knowing using some high frequency words</p>	<p>solve addition and subtraction Doubling and halving Mathematical language to describe 3D shapes Using distance language</p>	<p>explain why some differences have occurred</p>	<p>small movement Understand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe</p>	<p>adding their own music Creating their own art pieces and explaining them</p>	<p>Parents evening Sports week</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>		
	<p>Who am I? Keeping Healthy Families and friends Birthdays Our senses My Timeline</p>	<p>How do we celebrate? Bonfire night Light and Dark Celebrations in other countries/cultures Christmas Festivals of Light</p>	<p>Shall we imagine? Teddy Bears Traditional Stories and Rhymes</p>	<p>What can we find out about our school? Explore the grounds Where is the school in the locality? People who help us Staying safe Road safety</p>	<p>What pets and animals would you find around the world? Pets Mini-beasts Animals around the world Habitats</p>	<p>How do you make a rainbow? Weather Sea life Colours Our holidays</p>		
	<p>Magical Me- What makes us similar and different? Keeping Healthy Stranger Danger My Body People who are important to us</p>	<p>What makes the stars twinkle? Bonfire night Planets and stars- space Travel Christmas</p>	<p>Tell me a story Castles Fairy Tales Goodies and Baddies Chinese New Year</p>	<p>How do things change? Explore the grounds Jack and the beanstalk Butterflies Plants / flowers / vegetables Seasons and time</p>	<p>What shall we play? Playground games / games The fairground Leisure activities</p>	<p>Where does our food come from? Picnics My packed lunch Handa's surprise Shopping Food in our locality / supermarket Foods from around the world</p>		

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Role play opportunities	Home corner Birthday party Laundrette Santa's grotto Santa's workshop Toy shop Nativity scene Light and dark area	Toy shop Toy workshop Teddy bears picnic /garden Book link traditional tales Story telling tent Doctors Hospital Fire station Police station Dentist Opticians School	Vets Pet shop Mini-beast habitat Jungle North/south pole Woods Weather station Seaside Tourist information Seaside souvenir shop Travel agent Campsite Hotel Aeroplane Train Ice-cream parlour	Doctors Hospital Fire station Police station Dentist Opticians School Baby clinic Space station Moon landing Rocket Story related	Fairy tale castle Home Chinese new year Giants castle Fruit and vegetable shop Farm shop Florist	Fair ground Café Restaurant Kitchen Shop Supermarket Theatre / cinema bakery
ICT						
Community cohesion links	Harvest Bonfire night Christmas around the world Festival of light Dwali Hanukah Buddhist lantern festival	Easter Eid Holi Link with Sneyd Green to make introductions	Compare and contrast countries	Looking at countries and cultures around the world Harvest Bonfire night Christmas around the world	Easter Eid Holi Chinese New Year	Food festivals- paired work with Sneyd Green

Term 1

Term 2

Term 3

Term 4

Term 5

Term 6

Shine events			Here-			Here
Display	<p>Starting School- Display a creative curriculum p.52 Starting with me- Birthdays World of Display p.21 Eye for display p.6 My Time line- World of Display p.5 Numeracy on display p.33 Spice of life p.26 Display for all seasons p.56 Harvest- display for all seasons p.36 Divali/Ramadan p.24 and 25 Time for reflection</p>	<p>Teddy bears- display for all seasons p.35 Rhymes - an eye for display p.14/15 Classwise p.20 Road safety - a sense of place Easter- a display for all seasons p.9 2D shapes- maths on display p.27</p>	<p>Animals around the world- role play hands on display p.63 Display a creative curriculum p.53 Colour The art of science p.7 Sea life- Display for all seasons p.24 Our holidays- Display for all seasons p.19/20 Going swimming- Display for all seasons</p>	<p>Myself- display dressing myself Class wise- p.25 Rockets- role play hands on display p.62</p>	<p>Cinderella - Display for all seasons p.60 Jack and the Beanstalk Class wise p.29 Life cycle of a frog - Display for all seasons p.6 Plants and flowers- Enterprising ideas p.22 Role play- Hands on display p.61</p>	<p>My packet lunch- Class wise p.33 Spice of life- p.41</p>