

**West End First School**  
**Early Years Foundation Stage Long Term Overview – Curriculum Map 2018-2019**

		Topic	Focus area	Events	Visits	Resources	Parents
Autumn 1 (key festivals and events) Focus - assessment	← Aspects ongoing throughout the year e.g. disposition and attitude/language for communication and thinking/behaviour and self control/making relationships/Dansi →	<b>1. Settling in (3)</b> <b>2. Ourselves (4)</b> <b>3. Health and Well-Being (1)</b>	PSE/Assessment On Entry Profile assessment	Starting School Settling in	Home Visits	All about me books Class labels etc.	Home Visits Meet the teacher Parents Morning visits Tapestry
Autumn 2		<b>1. Autumn Celebrations (3)</b> <b>2. Christmas (4)</b>	PSE/UtW/EAD/CL	Harvest Divali Hallowe'en Guy Fawkes Christmas productions Christmas party	St Cuthbert's Church Northern Stage	Cooking equipment/ingredients Felt/sewing equipment Card/sequins Play script/costumes Baby clinic	Parent Consultations Parent Support Partner – parent & child craft Tapestry
Spring 1		<b>1. Winter (1)</b> <b>2. Traditional Tale (2)</b> Goldilocks and the Three Bears <b>3. Chinese New Year (2)</b>	PSE/UtW/L/CL	New Year Fairy Tale Ball		Story Resources for theatre Puppets Resources for Builders Yard	Parents phonics workshops Stay and Do – Play, Phonics Class assembly Tapestry
Spring 2		<b>1. Writing Week (2)</b> <b>2. Spring &amp; Easter (2)</b>	PSE/L/UtW	Chinese new year Mother's Day Easter activities		Chinese new year resources – food, costumes etc	Stay and Do – Reading Parent Consultations Tapestry
Summer 1		<b>1. In The Town (3)</b> <b>2. The Wider World – Mirror (3)</b>	PSE/UtW/M/T		Walk down the Front street Visit to Co-op	Shop role play Money resources	Stay and Do – Maths Tapestry
Summer 2		<b>1. Minibeasts (4)</b> <b>2. In The Country (3)</b>	UtW/M/PSE	Father's day Sports Day Transfer day Best of West End	Visit to Plessey Woods	Woodland books/materials Resources for symmetry/butterflies	Stay and Do - Writing Exit reports Tapestry

**We aim to cover the following learning intentions from the 40-60 months age band through the topics above.**

PSED	PD	C&L	Literacy	Mathematics	U the W	EA&D
<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>- Start a conversation and listen to others</li> <li>- Explain their understanding and ask questions of others</li> <li>- Resolve conflict with others by compromise</li> <li>- Play co-operatively</li> <li>- Take turns</li> <li>- Take note of others ideas</li> <li>- Be sensitive to others needs and feelings</li> <li>- Form positive relationships with adults and children</li> </ul> <p><b>Self-Confidence and self-Awareness</b></p> <ul style="list-style-type: none"> <li>- Be confident to speak to others</li> <li>- Have a positive view of themselves</li> <li>- Developing a positive approach to learning experiences</li> <li>- To speak in a familiar group</li> <li>- To select resources for their activity</li> </ul> <p><b>Managing Feelings and Behaviour</b></p> <ul style="list-style-type: none"> <li>- Consider the consequences of words and actions for others</li> <li>- Know the class rules and keep them</li> <li>- Solve problems without aggression</li> <li>- Talk about how they show their feelings and consequences</li> <li>- Know some behaviour is not acceptable</li> <li>- Adjust their behaviour to a range of situations</li> </ul>	<p><b>Moving and Handling</b></p> <ul style="list-style-type: none"> <li>- Experiment with different ways of moving</li> <li>- Jump and land appropriately</li> <li>-Negotiate space</li> <li>Travelling over, under and through equipment</li> <li>- Show increasing control over objects in pushing, patting, throwing, catching and kicking</li> <li>- Use a range of tools (e.g. pencils, scissors, saws) with increasing safety, skill, and confidence</li> <li>- Show preference for a dominant hand</li> <li>- Write letters and patterns with an anti-clockwise movement and retrace vertical lines eg a,r</li> <li>- Begin to form recognisable letters</li> <li>- hold a pencil correctly</li> </ul> <p><b>Health and Self Care</b></p> <ul style="list-style-type: none"> <li>-Eats a range of healthy foods</li> <li>- Usually dry and clean during the day</li> <li>- Shows some good practice in eating, sleeping, hygiene and exercise</li> <li>- Understand the need for safety tackling new challenges and manages some risks</li> <li>- Knows how to transport and store equipment safely</li> <li>- Practices some safety measures without adult supervision</li> <li>- Able to dress and undress independently</li> <li>- Able to go to the toilet independently</li> </ul>	<p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>-Maintains attention and sits quietly when appropriate</li> <li>- Enjoy listening to stories, rhymes and poems and anticipate key events</li> <li>- respond to what they hear with relevant comments or actions</li> <li>- Listen to others and respond appropriately</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>- Respond to two part instructions</li> <li>-Follow a story without pictures or props</li> <li>- listen and respond to others ideas</li> <li>- Answer how and why questions</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Extend their vocabulary exploring the meanings and sounds of new words</li> <li>- Use talk to sequence and clarify thinking, ideas, feelings and events</li> <li>- Use talk in play</li> <li>- Make responses related to the topic</li> <li>- Introduce story into their pretend play</li> <li>- Express themselves effectively</li> <li>- Be aware of the listener</li> <li>- Use past, present and future forms accurately when talking about events</li> <li>- Develop their own story by connecting their ideas</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Knows rhyming words</li> <li>- Hears and says the first sound in words</li> <li>- Using phonics to read and write words</li> <li>- Link the sounds to written letters</li> <li>- Begin to read words and simple sentences</li> <li>- Understand what they have read</li> <li>- Use vocabulary influenced by story books</li> <li>- Enjoy a range of books</li> <li>- To know how information can be found in non-fiction texts and computers</li> <li>- To read tricky words that cannot be sounded out</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Give meaning to marks</li> <li>Hears and says the first sound in words</li> <li>- Knows rhyming words</li> <li>- Using phonics to read and write words</li> <li>-Link the sounds to written letters</li> <li>- Learning the letter names</li> <li>- Use letters to communicate meaning</li> <li>- Write their own name</li> <li>- Write labels and captions</li> <li>- Write short sentences</li> <li>- To use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words</li> <li>- To write some tricky words that cannot be sounded out</li> </ul>	<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>-Recognises numerals 1-5, 5-10, then 10-20</li> <li>- Counts objects to 10 then 20</li> <li>- Selects numbers to represent 1-5, 5-10 then 10-20 objects</li> <li>- Estimate how many objects and check by counting</li> <li>- Ordering numbers to 5, 10 then 20</li> <li>- Ordering numbers from 5, 10 then 20</li> <li>- Forming numbers</li> <li>- Using the vocabulary involved in adding and subtraction within 5, 10 then 20</li> <li>- To add and subtract two single digit numbers</li> <li>- Finding 1 more and 1 less from objects to 5,10 then 20</li> <li>- Record what they are doing</li> <li>- Identify own mathematical problems based on their own interests</li> <li>- Doubling numbers</li> <li>- Halving numbers</li> <li>- Sharing objects</li> </ul> <p><b>Shape, Space and Measure</b></p> <ul style="list-style-type: none"> <li>- Name solid 3D shapes and flat 2d shapes</li> <li>- Use shapes to create patterns and models</li> <li>- Use positional language such as next to</li> <li>- Order three items by length and height</li> <li>- Order 2 items by weight and capacity</li> <li>- Use language related to time and money</li> <li>- Sequence events</li> <li>- Measure time in simple ways</li> </ul>	<p><b>People and Communities</b></p> <ul style="list-style-type: none"> <li>-Enjoys joining in family customs and routines</li> <li>- Talk about past and present events in their own lives and that of their family</li> <li>- Identifying similarities and differences between themselves and others, families, communities, traditions</li> <li>- Know other people don't always enjoy the same things and are sensitive to this</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>-Identifying similarities and differences, patterns and change</li> <li>- Find out about and identify some features of living things, objects and places they observe</li> <li>- Investigating living things, how do they grow and change</li> <li>- butterflies</li> <li>- Planting/ growing seeds, bulbs etc</li> <li>- Investigating parts of plants, trees.</li> <li>- Observe, find out about and identify features in the place they live and the natural world.</li> <li>- Explain why things happen or change</li> <li>- Finding out about their environment and compare</li> <li>- Talk about features they like and dislike.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>-Completes a simple programme on the computer</li> <li>- Use age appropriate ICT</li> <li>- Find out and identify the uses of everyday technology and use programmable toys to support their learning</li> <li>-Select and use technology for a purpose</li> </ul>	<p><b>Exploring and Using Media and materials</b></p> <ul style="list-style-type: none"> <li>- Sings songs from memory and makes up dances</li> <li>- Explores the sounds of instruments</li> <li>- Explores what happens when they mix colours</li> <li>- Experiment to create different textures</li> <li>Know how to combine media to create effects</li> <li>-Use materials to build what they have planned</li> <li>- Construct with a plan in mind</li> <li>- Use tools and techniques appropriately</li> <li>- Select appropriate resources and adapt their work</li> <li>- Select appropriate tools and techniques</li> </ul> <p><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>- Creating representations of events</li> <li>- Combines movements to respond to feelings, ideas and experiences</li> <li>- Choose colours for a purpose</li> <li>- Introduce story into their play</li> <li>- play alongside other children</li> <li>Engaged in the same play</li> <li>- Plays co-operatively within a group</li> <li>- Using their imagination in art, design, role-play, dance, stories and music</li> <li>- Capturing experiences using different media</li> <li>- Have original ways to represent their ideas, thoughts and feelings</li> </ul>