

West End First School
Early Years Foundation Stage Long Term Overview – Curriculum Map 2019-2020

		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/SEAL →	1. Settling in (3) 2. Ourselves (4) 3. STEM (1)	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		1. Autumn Celebrations (3) 2. Christmas (4)	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		1. Winter (1) 2. Chinese New Year (2) 3. Traditional Tale (3) Three Little Pigs	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		1. Writing Week (2) 2. Traditional Tale (2) Gingerbread Man Jack and the Beanstalk 3. Spring & Easter (2)	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		1. In The Town (2) 2. The Wider World – Mirror (3)	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		1. Minibeasts (4) 2. In The Country (3)	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>Making Relationships</p> <ul style="list-style-type: none"> - Start a conversation and listen to others - Explain their understanding and ask questions of others - Resolve conflict with others by compromise - Play co-operatively - Take turns - Take note of others ideas - Be sensitive to others needs and feelings - Form positive relationships with adults and children <p>Self-Confidence and self-Awareness</p> <ul style="list-style-type: none"> - Be confident to speak to others - Have a positive view of themselves - Developing a positive approach to learning experiences - To speak in a familiar group - To select resources for their activity <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> - Consider the consequences of words and actions for others - Know the class rules and keep them - Solve problems without aggression - Talk about how they show their feelings and consequences - Know some behaviour is not acceptable - Adjust their behaviour to a range of situations 	<p>Moving and Handling</p> <ul style="list-style-type: none"> - Experiment with different ways of moving - Jump and land appropriately -Negotiate space Travelling over, under and through equipment - Show increasing control over objects in pushing, patting, throwing, catching and kicking - Use a range of tools (e.g. pencils, scissors, saws) with increasing safety, skill, and confidence - Show preference for a dominant hand - Write letters and patterns with an anti-clockwise movement and retrace vertical lines eg a,r - Begin to form recognisable letters - hold a pencil correctly <p>Health and Self Care</p> <ul style="list-style-type: none"> -Eats a range of healthy foods - Usually dry and clean during the day - Shows some good practice in eating, sleeping, hygiene and exercise - Understand the need for safety tackling new challenges and manages some risks - Knows how to transport and store equipment safely - Practices some safety measures without adult supervision - Able to dress and undress independently - Able to go to the toilet independently 	<p>Listening and Attention</p> <ul style="list-style-type: none"> -Maintains attention and sits quietly when appropriate - Enjoy listening to stories, rhymes and poems and anticipate key events - respond to what they hear with relevant comments or actions - Listen to others and respond appropriately <p>Understanding</p> <ul style="list-style-type: none"> - Respond to two part instructions -Follow a story without pictures or props - listen and respond to others ideas - Answer how and why questions <p>Speaking</p> <ul style="list-style-type: none"> - Extend their vocabulary exploring the meanings and sounds of new words - Use talk to sequence and clarify thinking, ideas, feelings and events - Use talk in play - Make responses related to the topic - Introduce story into their pretend play - Express themselves effectively - Be aware of the listener - Use past, present and future forms accurately when talking about events - Develop their own story by connecting their ideas 	<p>Reading</p> <ul style="list-style-type: none"> -Knows rhyming words - Hears and says the first sound in words - Using phonics to read and write words - Link the sounds to written letters - Begin to read words and simple sentences - Understand what they have read - Use vocabulary influenced by story books - Enjoy a range of books - To know how information can be found in non-fiction texts and computers - To read tricky words that cannot be sounded out <p>Writing</p> <ul style="list-style-type: none"> - Give meaning to marks Hears and says the first sound in words - Knows rhyming words - Using phonics to read and write words -Link the sounds to written letters - Learning the letter names - Use letters to communicate meaning - Write their own name - Write labels and captions - Write short sentences - To use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words - To write some tricky words that cannot be sounded out 	<p>Numbers</p> <ul style="list-style-type: none"> -Recognises numerals 1-5, 5-10, then 10-20 - Counts objects to 10 then 20 - Selects numbers to represent 1-5, 5-10 then 10-20 objects - Estimate how many objects and check by counting - Ordering numbers to 5, 10 then 20 - Ordering numbers from 5, 10 then 20 - Forming numbers - Using the vocabulary involved in adding and subtraction within 5, 10 then 20 - To add and subtract two single digit numbers - Finding 1 more and 1 less from objects to 5,10 then 20 - Record what they are doing - Identify own mathematical problems based on their own interests - Doubling numbers - Halving numbers - Sharing objects <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> - Name solid 3D shapes and flat 2d shapes - Use shapes to create patterns and models - Use positional language such as next to - Order three items by length and height - Order 2 items by weight and capacity - Use language related to time and money - Sequence events - Measure time in simple ways 	<p>People and Communities</p> <ul style="list-style-type: none"> -Enjoys joining in family customs and routines - Talk about past and present events in their own lives and that of their family - Identifying similarities and differences between themselves and others, families, communities, traditions - Know other people don't always enjoy the same things and are sensitive to this <p>The World</p> <ul style="list-style-type: none"> -Identifying similarities and differences, patterns and change - Find out about and identify some features of living things, objects and places they observe - Investigating living things, how do they grow and change - butterflies - Planting/ growing seeds, bulbs etc - Investigating parts of plants, trees. - Observe, find out about and identify features in the place they live and the natural world. - Explain why things happen or change - Finding out about their environment and compare - Talk about features they like and dislike. <p>Technology</p> <ul style="list-style-type: none"> -Completes a simple programme on the computer - Use age appropriate ICT - Find out and identify the uses of everyday technology and use programmable toys to support their learning -Select and use technology for a purpose 	<p>Exploring and Using Media and materials</p> <ul style="list-style-type: none"> - Sings songs from memory and makes up dances - Explores the sounds of instruments - Explores what happens when they mix colours - Experiment to create different textures Know how to combine media to create effects -Use materials to build what they have planned - Construct with a plan in mind - Use tools and techniques appropriately - Select appropriate resources and adapt their work - Select appropriate tools and techniques <p>Being Imaginative</p> <ul style="list-style-type: none"> - Creating representations of events - Combines movements to respond to feelings, ideas and experiences - Choose colours for a purpose - Introduce story into their play - play alongside other children Engaged in the same play - Plays co-operatively within a group - Using their imagination in art, design, role-play, dance, stories and music - Capturing experiences using different media - Have original ways to represent their ideas, thoughts and feelings