

Long Term Curriculum Overview for **Early Years**/Key stage 1/Key stage 2 (highlight as appropriate)

	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
Lead area for the topic	PSED	EAD	MATHS	UW	UW	C&L
Key Question	Who am I and who are you? <i>Dear Zoo</i>	Where do you live and what is it like? <i>The three little pigs</i>	What do I need money for and how do I use it? <i>The Gingerbread man</i>	What is it like in space? <i>How to catch a star</i>	How do plants and animals grow and change? <i>Jack and the Beanstalk</i>	Where would you go on a pirate adventure? <i>The Night Pirates</i>
Presentation of Learning	A class book about 'us'	A construction afternoon with parents (design and build a home)	Gingerbread man cafe	Space display using ICT to gather research	Early Years In Bloom	Pirate Party
Extra Curricular opportunities (visitors/trips)	All about me boxes – visits from other members of staff	Library visit Builders visit	Market and town shop visits	Visit Year 1 to ask questions about Space.	Farm visit Garden centre visit	Abbey gardens treasure trail
EY Development Matters content:						
Maths	<p>Recites numbers in order to 10. Counts up to three or four objects by saying one number name for each item. Selects the correct numeral to represent 1 to 5 Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Shows awareness of similarities of shapes in the environment. Shows interest in shapes in the environment. Use mathematical names for 2D shapes.</p>	<p>Shows an interest in numerals in the environment. Recognise some numerals of personal significance. Counts objects to 10, and beginning to count beyond 10. 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. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Orders and sequences familiar events</p>	<p>Counts an irregular arrangement of up to ten objects. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities & discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Orders two or three items by length or height Beginning to use everyday language related to money Measures short periods of time in simple ways. Children count reliably with numbers from 1 to 20 Children use everyday</p>	<p>• Uses everyday language related to time. Begin to use mathematical names for 2D and 3D shapes and mathematical terms to describe shapes. Select a particular names shape. Use everyday language to talk about position and distance. Recognise numbers 1-5 (Revision) Count actions or objects which cannot be moved. Count out up to six objects from a larger group. Select the correct numerals from 1-10 objects.</p>	<p>Can describe their relative position such as; behind, next to. Orders two or three items by length or height. • Orders two items by weight To compare quantities and objects and to solve problems. They recognize, create and describe patterns. Finds the total number of items in two groups by counting all of them. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>	<p>Finds the total number of items in two groups by counting all of them. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Begins to identify own mathematical problems based on own interests and fascinations. Orders items by their capacity Children use everyday language to talk about capacity</p>

			language to talk about size, weight, time & money	Say the number that is 1 more than the given number. Place numbers in order and say 1 more. (ELG) They explore characteristics of everyday objects and shapes and use mathematical language to describe them.		
Communication & Language	<p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Retell a simple past event in correct order</p> <p>Uses language to imagine and recreate roles and experiences in play situation</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Understands use of objects (e.g. "What do we use to cut things?")</p> <p>Beginning to understand 'why' and 'how' questions</p> <p>Listens and responds to ideas expressed by others in conversation or discussion</p> <p>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, Because</i>).</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Understands rhymes</p> <p>Children follow instructions involving several ideas or actions.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Children express themselves effectively, showing awareness of listeners' needs.</p>	<p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They give their attention to what others say and respond appropriately.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p>	<p>· Able to follow a story without pictures or props.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>
Literacy	<p>Holds books the correct way up and turns pages.</p> <p>Describes main story settings, events and principal characters.</p> <p>Recognises rhythm in spoken words.</p> <p>Recognises familiar words and signs such as own name and</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Listens to stories with increasing attention and recall.</p>	<p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Continues a rhyming string.</p>	<p>Knows that information can be retrieved from books and computers.</p> <p>· Begins to break the flow of speech into words.</p> <p>Can segment the sounds in simple words and blend them together and knows</p>	<p>Attempts to write short sentences in meaningful contexts.</p> <p>Begins to read words and simple sentences.</p> <p>· Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Children read and</p>	<p>Attempts to write short sentences in meaningful contexts.</p> <p>Begins to read words and simple sentences.</p> <p>Read some common irregular words. They demonstrate understanding when talking with others</p>

	<p>advertising logos. Gives meaning to marks they make as they draw, write and paint. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things.</p> <p>Names & Labels Whole class retelling stories (orally) Simple writing Prepositions Spelling & writing Phase 2 sounds Tricky words the, to, I, no, go, into Writing letters in & spelling name</p>	<p>Hears and says the initial sound in words Enjoys an increasing range of books Sometimes gives meaning to marks as they draw and paint Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together.</p> <p>Intro planning tools- story maps & mountain Beginning, Middle, End Five part story Simple sentences Determiners</p> <p>Full stops Capital letters Spelling VC & CVC words phase 2 & 3 Phase2 decodable + tricky words</p>	<p>Links sounds to letters, naming & sounding the letters of the alphabet. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They use phonic knowledge to decode regular words and read them aloud accurately. Ascribes meanings to marks that they see in different places. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. They write simple sentences which can be read by themselves and others</p> <p>Factual writing linked to story- lists, poster, instructions Repetition in stories</p> <p>Finger spaces</p> <p>Spelling phase 3 CVCC, CCVC Phase 3 Tricky words</p>	<p>which letters represent some of them. · Can segment the sounds in simple words and blend them together.</p> <p>Captions containing more than one word Say a sentence, write and read back to check it makes sense point to each word as said Intro connectives</p>	<p>understand simple sentences. Children use their phonic knowledge to write words in ways which match their spoken sounds</p> <p>Diagrams & messages Write a 5 parte story Compound sentences using and & but Adjectives for description Repetition for Rhythm Each Peach Pear Plum Little Red Hen</p> <p>Phase 3 digraphs & trigraphs</p>	<p>about what they have read. They also write some irregular common words. Some words are spelt correctly and others are phonetically plausible.</p> <p>Compound sentences using and, but, who & until adverbs-ly openers e.g suddenly, luckily, quickly, sentences as questions & statements similes- like Mr Gumpy’s Outing</p> <p>Question marks Exclamation marks</p> <p>Phase 4 & HFW</p>
<p>Understanding of the World</p>	<p>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. Knows how to operate simple</p>	<p>Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life.</p>	<p>They know that other children don’t always enjoy the same things, and are sensitive to this Talks about why things happen and how things work. Looks closely at</p>	<p>Uses ICT hardware to interact with age-appropriate computer software. Children recognise that a range of technology is used in places such as homes and schools.</p>	<p>Uses ICT hardware to interact with age-appropriate computer software. They select and use technology for particular purposes. • Looks closely at similarities, differences,</p>	<p>They select and use technology for particular purposes. Children talk about past and present events in their own lives and in the lives of family members. They know about</p>

	<p>equipment, e.g. turns on CD player and uses remote control. Familiar to them. Show in interest in the lives of people who are</p> <p>Select and use technology for a particular purpose - Know how to use the camera to take a picture of ourselves or a friend, Know how to use the CD player, Know how to use the IWB.</p>	<p>Enjoys joining in with family customs and routines</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Looks closely at similarities, differences. Completes a simple program on a computer</p>	<p>similarities, differences, patterns and change.</p> <p>They talk about the features of their own immediate environment</p> <p>Uses ICT hardware to interact with age-appropriate computer software</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. 	<p>patterns and change.</p> <p>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.</p>	<p>similarities and differences between themselves and others, and among families, communities and traditions.</p>
PSED	<p>Can play in a group, extending and elaborating play ideas</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can select and use activities and resources with help.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers & familiar adults</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Children are confident to try new activities</p> <p>Communicate freely about own home and community.</p>	<p>Initiates play, offering cues to peers to join them.</p> <p>Initiates conversations, attends to and takes account of what others say.</p> <p>Shows confidence in asking adults for help</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Can usually adapt behaviour to different events, social situations and changes in Routine.</p> <p>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>Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>They show sensitivity to others' needs and feelings,</p> <p>Enjoys responsibility of carrying out small tasks.</p> <ul style="list-style-type: none"> Can describe self in positive terms and talk about abilities. <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>Children talk about how they and others show feelings</p>	<p>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>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Say why they like some activities more than others.</p> <p>Asks appropriate questions of others.</p>	<p>Talk about their own and others' behavior, and its consequences, and know that some behavior is unacceptable.</p> <p>They work as part of a group or class, and understand and follow the rules.</p> <p>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>They take account of one another's ideas about how to organise their activity.</p>	<p>They adjust their behavior to different situations, and take changes of routine in their stride.</p> <p>Form positive relationships with adults and other children.</p> <p>They say when they do or don't need help.</p>

	Describe self in positive terms - Talk about what I am good at. Talk and listen to others.					
Expressive Arts & Design	<p>Sings a few familiar songs.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Create simple representations of events, people and objects.</p> <p>Begin to move rhythmically</p> <p>Imitate movement in response to music.</p>	<p>Joins construction pieces together to build and balance.</p> <p>Begins to build a repertoire of songs and dances</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p>	<p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>They safely use and explore a variety of materials, tools and techniques,</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>They represent their own ideas, thoughts and feelings through design and technology.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Children Experiment with form and function.</p> <p>Selects appropriate resources and adapts work where necessary.</p>	<p>Chooses particular colours to use for a purpose.</p> <p>They represent their own ideas, thoughts and feelings through Art, Music and Dance.</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Experimenting with colour, design, texture.</p> <p>Experiments to create different textures.</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Experimenting with colour, design, texture.</p> <p>Understands that different media can be combined to create new effects.</p>
Physical Development	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Holds pencil between thumb and two fingers, no longer</p>	<p>Moves freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Negotiates space successfully when playing racing and chasing games with other children,</p>	<p>Experiments with different ways of moving.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and</p>	<p>· Jumps off an object and lands appropriately.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>Shows a preference for a dominant hand.</p> <ul style="list-style-type: none"> • Begins to use anticlockwise 	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Children show good control and co-ordination in large and small movements.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Uses simple tools to effect changes to materials.</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own</p>

	<p>using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Recognise when you need the toilet and meet my needs on my own. Dress with help - Put my coat on and do it up.</p>	<p>adjusting speed or changing direction to avoid obstacles. Travels with confidence & skill around, under, over & through balancing and climbing equipment. Begins to form recognisable letters. Observes the effects of activity on their bodies. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>	<p>hygiene can contribute to good health. Shows understanding of how to transport and store equipment safely.</p>	<p>movement and retrace vertical lines. Usually dry and clean during the day.</p>	<p>• Handles tools, objects, construction and malleable materials safely and with increasing control. . Practices some appropriate safety measures without direct supervision. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
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Red statements indicate ELGs

Please note that the specific skills being focused upon by the year group in each subject will be mapped out with greater detail in MTP planning.