

## Long Term Planning Curriculum Map

Year: R	Autumn 1 What do I know about my school?	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal, Social and Emotional development -</b> Making relationships Self-confidence and self-awareness Managing feelings and behaviour	<p>MR - Initiates conversations, attends to and takes account of what others say.</p> <p>SCSA - Confident to speak to others about own needs, wants, interests and opinions.</p> <p>MFb - Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>MR - Explains own knowledge and understanding, and asks appropriate questions of others.</p>	<p>MR - Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>SCSA - Can describe self in positive terms and talk about abilities.</p> <p>MFb - Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>MFb - 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>MFb - Can express their own feelings such as sad, happy, cross, scared, worried.</p>	<p>SCSA - Enjoys responsibility of carrying out small tasks.</p> <ul style="list-style-type: none"> <li>• Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li> </ul>
<b>Communication and Language -</b> Listening and attention Understanding Speaking	<p>LA - Two-channelled attention – can listen and do for short span.</p> <p>LA - Listens to others one to one or in small groups, when conversation interests them.</p> <p>U - Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <ul style="list-style-type: none"> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> </ul>	<p>LA - Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>LA - Is able to follow directions (if not intently focused on own choice of activity).</p> <p>U - Responds to instructions involving a two-part sequence.</p> <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>S - Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</p>	<p>U - Able to follow a story without pictures or props.</p> <p>S - Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>	<p>U - Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>S - Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>S - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <ul style="list-style-type: none"> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> </ul>	<p>S - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <ul style="list-style-type: none"> <li>• Introduces a storyline or narrative into their play.</li> </ul>
<b>Mathematics -</b> Numbers Shape, space and measure	<p>N - Compares two groups of objects, saying when they have the same number.</p> <p>N - Shows an interest in numerals in the environment.</p> <ul style="list-style-type: none"> <li>• Shows an interest in representing numbers.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps</li> </ul> <p>N - Recognise some numerals of personal significance.</p> <ul style="list-style-type: none"> <li>• Recognises numerals 1 to 5.</li> </ul> <p>N - Counts up to three or four objects by saying one number name for each item.</p> <p>SSM - Beginning to talk about the shapes of everyday objects, e.g. <i>'round and tall'</i>.</p> <p>SSM - Uses positional language.</p>	<p>N - Counts actions or objects which cannot be moved.</p> <ul style="list-style-type: none"> <li>• Counts objects to 10, and beginning to count beyond 10.</li> </ul> <p>N - Counts out up to six objects from a larger group.</p> <p>SSM - Orders and sequences familiar events.</p> <ul style="list-style-type: none"> <li>• Measures short periods of time in simple ways.</li> </ul>	<p>N - Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>N - Counts an irregular arrangement of up to ten objects.</p> <ul style="list-style-type: none"> <li>• Estimates how many objects they can see and checks by counting them.</li> </ul> <p>N - Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>SSM - Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>N - Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <ul style="list-style-type: none"> <li>• Finds the total number of items in two groups by counting all of them.</li> <li>• Says the number that is one more than a given number.</li> </ul> <p>SSM - Can describe their relative position such as <i>'behind'</i> or <i>'next to'</i>.</p> <p>SSM - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p>	<p>N - In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <ul style="list-style-type: none"> <li>• Records, using marks that they can interpret and explain.</li> </ul> <p>SSM - Selects a particular named shape.</p> <p>SSM - Orders two or three items by length or height.</p> <ul style="list-style-type: none"> <li>• Orders two items by weight or capacity.</li> </ul>	<p>N - Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>SSM - Uses everyday language related to time.</p> <ul style="list-style-type: none"> <li>• Beginning to use everyday language related to money.</li> </ul>
<b>Understanding the World -</b>	<p>PC - 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.</p>	<p>PC - Shows interest in different occupations and ways of life.</p> <p>W - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>PC - Enjoys joining in with family customs and routines.</p> <p>W - Shows care and concern for living things and the environment.</p>	<p>PC - Recognises and describes special times or events for family or friends.</p> <p>W - Developing an understanding of growth, decay and changes over time.</p>	<p>PC - Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> </ul>	<p>W - Looks closely at similarities, differences, patterns and change.</p> <p>T - Completes a simple program on a computer.</p>

<p><b>People and Communities</b> The world Technology</p>	<p>T - Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p>		<p>T - Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<p>T - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>W - Talks about why things happen and how things work. T - Knows that information can be retrieved from computers. T - • Uses ICT hardware to interact with age-appropriate computer software.</p>	
<p><b>Physical Development</b> - Moving and handling Health and self-care</p>	<p>MH - Can catch a large ball. • Draws lines and circles using gross motor movements. MH - Holds pencil near point between first two fingers and thumb and uses it with good control. HSC - Understands that equipment and tools have to be used safely. HSC - Practices some appropriate safety measures without direct supervision.</p>	<p>MH - Holds pencil between thumb and two fingers, no longer using whole-hand grasp. MH - Can copy some letters, e.g. letters from their name. Shows a preference for a dominant hand. HSC - Shows understanding of how to transport and store equipment safely.</p>	<p>MH - Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. HSC - Eats a healthy range of foodstuffs and understands need for variety in food.</p>	<p>MH - Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>MH - Experiments with different ways of moving. • Jumps off an object and lands appropriately. HSC - Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>	<p>MH - 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. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>
<p><b>Expressive Arts and Design</b> - Exploring and using media and materials Being imaginative</p>	<p>EMM - Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. BI - Uses available resources to create props to support role-play. BI - Engages in imaginative role-play based on own first-hand experiences.</p>	<p>EMM - Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. EMM - Begins to build a repertoire of songs and dances. BI - Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. BI - Create simple representations of events, people and objects.</p>	<p>EMM - Beginning to be interested in and describe the texture of things. • Uses various construction materials. EMM - Explores the different sounds of instruments. • Explores what happens when they mix colours. BI - Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. BI - Chooses particular colours to use for a purpose.</p>	<p>EMM - Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. EMM - Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. BI - 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.</p>	<p>EMM - 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.</p>	<p>R - Enjoys an increasing range of books. W - Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts.</p>
<p><b>Literacy</b> - Reading Writing</p>	<p>R - Knows that print carries meaning and, in English, is read from left to right and top to bottom. R - Shows interest in illustrations and print in books and print in the environment. R - Hears and says the initial sound in words. W - Sometimes gives meaning to marks as they draw and paint. W - Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. W - Hears and says the initial sound in words.</p>	<p>R - Recognises familiar words and signs such as own name and advertising logos. R - Can segment the sounds in simple words and blend them together and knows which letters represent some of them. W - Ascribes meanings to marks that they see in different places.</p>	<p>R - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. R - Continues a rhyming string. R - Begins to read words and simple sentences W - Can segment the sounds in simple words and blend them together.</p>	<p>R - Links sounds to letters, naming and sounding the letters of the alphabet. R - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. W - Links sounds to letters, naming and sounding the letters of the alphabet. W - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>R - Enjoys an increasing range of books. W - Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. • Constructs with a purpose in mind, using a variety of resources.</p>	<p>R - Knows that information can be retrieved from books and computers.</p>

