



The objective led planning draws upon the class and observations made of the children at play. This is a general overview of the objectives to be taught but as always this is subject to change due to the children's changing interests and abilities.

	Personal social and emotional development (PSED)	Physical development (PD)	Communication and language (CL)
Autumn A	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Can select and use activities and resources with help. Welcomes and values praise for what they have done. 	<ul style="list-style-type: none"> 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. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Can stand momentarily on one foot when shown. Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Can usually manage washing and drying hands. 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. 	<ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understands use of objects (e.g. "What do we use to cut things?") Is able to follow directions (if not intently focused on own choice of activity).
Autumn B	<ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Confident to talk to other children when playing, and will communicate freely about own home and community 	<ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Confident to talk to other children when playing, and will communicate freely about own home and community 	<ul style="list-style-type: none"> Beginning to understand 'why' and 'how' questions Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i> Uses talk in pretending that objects stand for something else in play, e.g., <i>'This box is my castle.'</i> Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.

	Personal social and emotional development (PSED)	Physical development (PD)	Communication and language (CL)
Spring A	<ul style="list-style-type: none"> Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. 	<ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. 	<ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity Two-channelled attention - can listen and do for short span Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
Spring B	<ul style="list-style-type: none"> Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Aware of the boundaries set, and of behavioral expectations in the setting. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.(ELG) Children are confident to try new activities, and say why they like some activities more than others. (ELG) 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. (ELG) 	<ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Handles tools, objects, construction and malleable materials safely and with increasing control. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. They move confidently in a range of ways, safely negotiating space. (ELG) Eats a healthy range of foodstuffs and understands need for variety in food. 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. (ELG) 	<ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity Able to follow a story without pictures or props Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 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. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

	Personal social and emotional development (PSED)	Physical development (PD)	Communication and language (CL)
Summer A	<ul style="list-style-type: none"> Children are confident to talk about their ideas (ELG) Children can talk about things they enjoy and are good at. (Tickell) They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. ELG Children know some ways of managing their feelings and behaviour and are beginning to use these to maintain control. (Tickell) Children take account of one another's ideas about how to organise their activity. (ELG) Children play group games with rules and can resolve minor disagreements through listening to come up with a solution. (Tickell) 	<ul style="list-style-type: none"> Children hold a pencil effectively for writing. (ELG) Children use a correct pencil grip when writing (Tickell) Move confidently in a range of ways. Safely negotiating space. (ELG) Children can move confidently in response to music. (Tickell) Children talk about ways to stay healthy and safe (ELG) 	<ul style="list-style-type: none"> Respond to what they hear with relevant comments, questions or actions. (ELG) They listen attentively with sustained concentration to follow a story without pictures or props (Tickell). Can answer 'how' and 'why' questions in response to stories (ELG) Can express views about events of characters in a story and answer questions about why things happened. (Tickell) Develop their own narratives and explanations by connecting ideas and events in spoken language. (ELG) Children recount experiences, imagine possibilities and connect ideas (Tickell)
Summer B	<ul style="list-style-type: none"> Children are confident to talk about their ideas (ELG) Children can talk about things they enjoy and are good at. (Tickell) They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. ELG Children know some ways of managing their feelings and behaviour and are beginning to use these to maintain control. (Tickell) Children take account of one another's ideas about how to organise their activity. (ELG) Children play group games with rules and can resolve minor disagreements through listening to come up with a solution. (Tickell) 	<ul style="list-style-type: none"> Children hold a pencil effectively for writing. (ELG) Children use a correct pencil grip when writing (Tickell) Move confidently in a range of ways. Safely negotiating space. (ELG) Show good co-ordination in small and large movements (ELG) Hold paper in position and use a preferred hand for writing. Beginning to write on lines and control letter size. (Tickell) Children talk about ways to stay healthy and safe (ELG) 	<ul style="list-style-type: none"> Give their attention to what others say and respond appropriately (ELG) They listen attentively with sustained concentration to follow a story without pictures or props (Tickell). Can ask and answer 'how' and 'why' questions in response to stories (ELG) Can express views about events of characters in a story and answer questions about why things happened. (Tickell) Begin to use past, present and future forms accurately (ELG) Develop their own narratives and explanations by connecting ideas and events in spoken language. (ELG) Use a range of vocabulary in imaginative ways to add information and express ideas. (Tickell)

EYFS Curriculum Map

The objective led planning draws upon the class and observations made of the children at play. This is a general overview of the objectives to be taught but as always this is subject to change due to the children's changing interests and abilities.

Specific Areas	Literacy (L)	Mathematics (M)	Understanding the world (UW)	Expressive arts and design (EAD)
Autumn A	<ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Shows an interest in numerals in the environment. • Shows interest in shapes in the environment. • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. 	<ul 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. 	<ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

Specific Areas	Literacy (L)	Mathematics (M)	Understanding the world (UW)	Expressive arts and design (EAD)
Autumn B	<ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Confident to talk to other children when playing, and will communicate freely about own home and community Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences 	<ul style="list-style-type: none"> To continue to recognise and count numbers to 6/10/20 Shows an interest in representing numbers. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Selects a particular named shape 	<ul style="list-style-type: none"> Talks about why things happen and how things work. Shows interest in the lives of people who are familiar to them. 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. Shows interest in different occupations and ways of life. Can talk about some of the things they have observed such as plants, animals, natural and found objects Uses ICT hardware to interact with age-appropriate computer software. 	<ul style="list-style-type: none"> Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Realises tools can be used for a purpose. Create simple representations of events, people and objects. 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. Explores what happens when they mix colours. Experiments to create different textures.

Specific Areas	Literacy (L)	Mathematics (M)	Understanding the world (UW)	Expressive arts and design (EAD)
Spring A	<ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books • Begins to break the flow of speech into words. • Continues a rhyming string. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • • Writes own name and other things such as labels, captions etc. • Attempts to write short sentences in meaningful contexts. 	<ul style="list-style-type: none"> • Begins to recognise numerals and count accurate to 10/20. • 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. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shape. • Selects a particular named shape. • Can describe their relative position such as 'behind' or 'next to' • Orders two items by weight or capacity • Uses familiar objects and common shapes to create and recreate patterns and build models. • Uses everyday language related to time. • • Beginning to use everyday language related to money. • Orders and sequences familiar events. • Measures short periods of time in simple ways. 	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. • Looks closely at similarities, differences, patterns and change. • Completes a simple program on a computer • Uses ICT hardware to interact with age-appropriate computer software. 	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • 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. • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Plays alongside other children who are engaged in the same theme.

Specific Areas	Literacy (L)	Mathematics (M)	Understanding the world (UW)	Expressive arts and design (EAD)
Spring B	<ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books Begins to break the flow of speech into words. • Continues a rhyming string. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Attempts to write short sentences in meaningful contexts. (ELG) • Children read and understand simple sentences. ELG • They use phonic knowledge to decode regular words and read them aloud accurately. (ELG) • Children use their phonic knowledge to write words in ways which match their spoken sounds. (ELG) • They also write some irregular common words. (ELG) • They write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> • Begins to recognise numerals and count accurate to 10/20. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more or less than a given number or group of objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. • Can describe their relative position such as 'behind' or 'next to' • Orders two items by weight • Uses familiar objects and common shapes to create and recreate patterns and build models. • Beginning to use everyday language related to money. • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. (ELG) • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. (ELG) • They solve problems, including doubling, halving and sharing. (ELG) • Children use everyday language to talk about size, weight, position, and money to compare quantities and objects and to solve problems. (ELG) • They recognise, create and describe patterns. (ELG) 	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. • Looks closely at similarities, differences, patterns and change. • Shows interest in different occupations and ways of life. • They know about similarities and differences between themselves and others, and among families, communities and traditions. ELG • 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. ELG • Completes a simple program on a computer Uses ICT hardware to interact with age-appropriate computer software. • They select and use technology for particular purposes. ELG 	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • 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. • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Plays alongside other children who are engaged in the same theme. • Selects appropriate resources and adapts work where necessary. • Children sing songs, make music and dance, and experiment with ways of changing them ELG • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. ELG

Specific Areas	Literacy (L)	Mathematics (M)	Understanding the world (UW)	Expressive arts and design (EAD)
Summer A	<ul style="list-style-type: none"> • Use phonic knowledge to decode regular words and read them aloud accurately. (ELG) • Read some common irregular words. (ELG) • Demonstrate understanding when talking to others about what they have read. (ELG) • Children can read phonically regular words of more than one syllable as well as many irregular high frequency words. (Tickell) • They can describe the main events in the simple stories that they read. (Tickell) • Children use their phonic knowledge to write words in ways which match their spoken sounds. (ELG) • Write simple sentences which can be read by themselves and others. (ELG) • Children use key features of narrative in their writing. (Tickell) 	<ul style="list-style-type: none"> • Count reliably with numbers from 1-20. Say which number is one more or less than a given number to 20. (ELG) • Add and subtract two single digit numbers counting on and back to find the answer. (ELG) • Solve practical problems which involve combining different quantities. (Tickell) • Use everyday language to talk about position. (ELG) • Use everyday language to talk about money. (ELG) • Explore characteristics of everyday objects and shapes. (ELG) • Order objects and talk about properties and position. (Tickell) 	<ul style="list-style-type: none"> • Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another. (ELG) • Make observations on animals and plants and explain why some things occur, and talk about changes. (ELG) • Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. (Tickell) 	<ul style="list-style-type: none"> • Sing songs, make music and dance and experiment with ways of changing them. (ELG) • Use what they have learnt about media and materials in original ways, thinking about uses and purposes. (ELG) • Through their explorations they find out and make decisions about how media and materials can be combined and changed. (Tickell)

Specific Areas	Literacy (L)	Mathematics (M)	Understanding the world (UW)	Expressive arts and design (EAD)
Summer B	<ul style="list-style-type: none"> • Use phonic knowledge to decode regular words and read them aloud accurately. (ELG) • Read and spell some common irregular words. (ELG) • Demonstrate understanding when talking to others about what they have read. (ELG) • Children can read and write phonically regular words of more than one syllable as well as many irregular high frequency words. (Tickell) • They can describe the main events in the simple stories that they read. (Tickell) • Children use their phonic knowledge to write words in ways which match their spoken sounds. (ELG) • Write simple sentences which can be read by themselves and others. (ELG) • Children begin to use key features of narrative in their writing. (Tickell) 	<ul style="list-style-type: none"> • Count reliably with numbers from 1-20. Say which number is one more or less than a given number to 20. (ELG) • Add and subtract two single digit numbers counting on and back to find the answer. (ELG) • Estimate and count objects to 20 (Tickell) • Solve practical problems which involve combining groups of 2, 5 10. (Tickell) • Use everyday language to talk about money and measures. (ELG) • Explore characteristics of everyday objects and shapes. (ELG) • Children estimate, measure, weigh and compare and order objects and talk about properties, position and time (Tickell) 	<ul style="list-style-type: none"> • Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another. (ELG) • Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. (Tickell) • Make observations on animals and plants and explain why some things occur, and talk about changes. (ELG) • They know the properties of some materials and can suggest some of the purposes they are used for.(Tickell) • They are familiar with some of the basic scientific concepts such as floating, sinking, experimentation (Tickell) • Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. (Tickell) • Select and use technology for particular purposes. (ELG) • To find out about and use a range of technology (Tickell) 	<ul style="list-style-type: none"> • Sing songs, make music and dance and experiment with ways of changing them. (ELG) • Experiment with colour, design, texture, form and function (ELG) • Children develop their own ideas through selecting and using materials and working on processes that interest them.(Tickell) • Represent their ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (ELG)