



Conkers: Long Term Learning Map – 2022-23

		Terms 1-3		Terms 4-6			
Enrichment Opportunities		Terms 1-2		Terms 3-4		Terms 5-6	
	Books	<p style="text-align: center;">How am I feeling Will you be my friend Goldilocks and the 3 bears</p>		<p style="text-align: center;">3 billy goats gruff Ginger bread man The tiger who came</p>		<p style="text-align: center;">The enormous Turnip Jack and the bean stalk The hungry caterpillar Handa's surprise</p>	
	Topic	All about me / Autumn		Winter		Spring / Summer	
	Other	Nature school		Nature school School hall visits		Nature school School hall visits Infant playground visits	
PSED Personal, Social and Emotional Development		<p>I feel confident in my setting and am able to express a range of emotions.</p> <p>I follow rules and boundaries, starting to understand why they are important.</p> <p>I am starting to play alongside my friends.</p> <p>I want to share my achievements with familiar adults.</p> <p>I am starting to develop friendships with other children.</p> <p>I am learning to use the toilet with help</p> <p>I am able to follow rules and know why they are important, but sometimes need reminding</p> <p>I can use the toilet by myself, wash my hands and dry them.</p>				<p>I am willing to try a variety of fruits and vegetables at snack time.</p> <p>I remember rules without help from an adult.</p> <p>I can play with more than one friend at a time.</p> <p>I can extend my play with friends and share my ideas.</p> <p>I am starting to talk with my friends to resolve conflicts.</p> <p>I am starting to show more confidence in new social situations.</p> <p>I am becoming more outgoing with unfamiliar people in a safe environment.</p>	

<p>Communication and Language</p>	<p>To be able to shift from one task to another when name is called.</p> <p>Starting to join sentences with 'because', 'or', 'and'.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can pay attention to more than one thing at a time but may find it difficult.</p> <p>Can understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p>	<p>Use longer sentences of four to six words</p> <p>Starting to develop the use future and past tenses.</p> <p>Use a wider range of vocabulary.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Able to sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>
<p>Physical Development Gross Motor Fine Motor</p>	<p>Continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to paint and make marks.</p> <p>Match my developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width</p> <p>Choose the right resources to carry out my plans. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Show a preference for a dominant hand.</p>	<p>Start taking part in group activities which I make up for myself, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Collaborate with my friends to manage large items.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Be increasingly independent as I get ready for school, Getting dressed and undressed, putting coats on and doing up zips.</p>
<p>Maths</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually.</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Show 'finger numbers' up to 5.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Talk about and identify the patterns around me. For example: stripes on clothes, designs on rugs and wallpaper.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with my own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>

	<p>Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	
Literacy	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Develop their phonological awareness, so that I can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of my name.</p> <p>Write some letters accurately.</p>
UTW (Understanding The World)	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to make sense of my life-story and family history</p> <p>Talk about the differences between materials and changes I notice</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Know that there are different countries in the world and talk about the differences I have experienced or seen in photos.</p>	<p>Show interest in different occupations</p> <p>Plant seeds and care for growing plants.</p> <p>Begin to understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Talk about what I see, using a wide vocabulary</p>
EAD Expressive, Arts and Design (Art and DT)	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, to develop my ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Play instruments with increasing control to express my feelings and ideas</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Remember and sing entire songs.</p> <p>Respond to what I have heard, expressing my thoughts and feelings.</p> <p>Create my own songs or improvise a song around one they know.</p>