
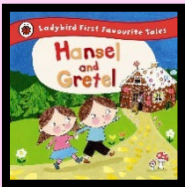
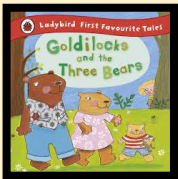
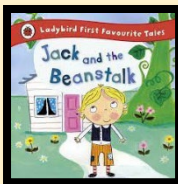
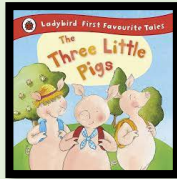
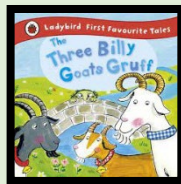


# Early Years Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>General Themes</b></p> <p><i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p>	<p>Starting school</p> <p>Talking about ourselves</p> <p>Learning names of classmates</p> <p>Learning school rules</p> <p>Exploring the school</p> <p>Exploring the local area</p> <p>Cookery</p>	<p>Cookery</p> <p>Map making</p> <p>Sound</p> <p>Design</p> <p>Making circuits</p> <p>DT – woodwork</p> <p>The Nativity Story- links to past and present</p> <p>Christmas</p>	<p>Exploring landscapes</p> <p>Looking at similarities and differences</p> <p>Cookery</p>	<p>Habitats</p> <p>Looking after creatures</p> <p>Identification and classification</p> <p>Patterns</p> <p>Predators</p> <p>Food chains</p> <p>Life cycles</p> <p>Plants</p>	<p>Design a house</p> <p>Properties of materials</p> <p>Where material comes from</p> <p>Recycling</p> <p>Climate Change/looking after our environment</p>	<p>Healthy Eating-what is a balanced diet?</p> <p>Exploring Africa- what does life in Africa look like? Links to school charity 'Champion Chanzige'</p> <p>Comparing animals in the UK to Africa</p>
<p><b>Possible Texts</b></p>	 <p>Little Red Riding Hood</p> <p>The Colour Monster</p> <p>Bedtime for Monsters</p> <p>The Gruffalo</p>	 <p>Hansel and Gretel</p> <p><b>Naughty Bus</b></p> <p>The Nativity Story</p> <p>Nursery Rhyme books for Nursery Rhyme week</p>	 <p>Goldilocks and the Three Bears</p> <p><b>Biscuit Bear</b></p> <p>We're Going on a Bear Hunt</p> <p>Mr Wolf's Pancakes</p>	 <p>Jack and the Beanstalk</p> <p>Yucky Worms</p> <p>What the Ladybird Heard</p> <p>Non-fiction books on minibeasts and insects</p>	 <p>The Three Little Pigs</p> <p>Somebody Swallowed Stanley</p> <p>Non-fiction books on Materials</p> <p>The Wise and the Foolish Builder</p>	 <p>The Three Billy Goats Gruff</p> <p><b>Handa's Surprise</b></p> <p>African texts</p>
<p><b>'Wow' moments /</b></p>	<p>Hargate Forest</p> <p>Learning and play with Y6 buddies</p>	<p>Walk to Sainsbury's</p> <p>Walk to the Church</p>	<p>Welly walks</p>	<p>Minibeast hunts</p> <p>Ugly Bug Ball dress up day</p>	<p>Drama workshop</p> <p>Reading session with buddies</p>	<p>Tasting fruits and vegetables from around the world</p>

Enrichment activities		Christmas Nativity play			Farmer John visits	Farm trip Sports Day Transition Week Leavers' Church Service End of year presentations
Whole School Links	Introduce year 6 buddies Lunchtime Playtime	Christmas Church Service Watch KS1 Nativity play	Start attending assemblies – Friday	Easter Church Service World Book Day Activities	Reading session with buddies Assembly 2X	Sports Day Transition Week Leavers' Church Service
Values		Thankfulness	Friendship	Fellowship	Forgiveness	Trust

### Communication and Language

Listening, Attention and Understanding	Settling in activities Making friends Learning names What are your interests/ hobbies? Who is in your family? This is me Rhyming and alliteration Familiar print Sharing facts about me Introducing <b>Zones of Regulation</b> Shared stories Sharing books	Develop vocabulary Discovering Passions Tell me a story – retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Introduce Carpet drama	Using language well Asking how and why questions... Retell a story with story language Describe events in detail – adverbials of time e.g. first, next, then, after... New vocabulary	Understand how to listen carefully and why listening is important. Sustained focus when listening to a story Topic specific vocabulary and language Use of formal language	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Introduce, making up our own stories inspired by those we have read	Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, Houses in different parts of the world.
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### Personal, Social and Emotional Development

Managing Self	Think about why we have school rules	Accept that everyone is different	Stay motivated when doing something challenging	Understand that we need to exercise to keep our bodies healthy	Identify roles in a family and know how you belong	Name parts of the body
	Follow the school and classroom rules	Include others when working and playing	Work well with a partner or in a group	Understand how moving and resting are good for my body	Know how to make friends	Say some ways we can keep ourselves healthy
	Think about everyone's right to learn	Know how to help if someone is feeling sad	Have a positive attitude	Know which foods are healthy and not so healthy and can make healthy eating choices	Think of ways to solve problems to stay friends	Understand that we grow from babies
Self - Regulation	Use kind hands	Try to solve problems	Set a goal and work towards it	Know how to help myself go to sleep and understand why sleep is good for me	Start to realise the impact of unkind words	Express feelings about moving to year 1
	Look after resources	Try to use kind words	Help others to achieve their goals	Know what a stranger is and how to stay safe if a stranger, approaches me	Use <b>Calm Me</b> time to manage feelings	Talk about worries or excitement about moving to a new class
	Learn classmate's names	Know how to be a good friend	Work hard to achieve their own dreams and goals	I know how germs are spread and how to efficiently wash my hands	Know how to be a good friend	Share memories of best bits of school so far
Building relationships	Become familiar with the daily routine	Look after own possessions	Know about people's jobs and how they help us	I can regulate my temperature by thinking about when I need a drink, when I should take off a jumper, and when I need a hat		
	Start to recognise own feelings - Zones of Regulation, Colour Monster	Be prepared for learning	Say when they feel proud			
	Ask for help when needed	I can be a zip expert and put on clothing appropriate to the weather	I can bounce back when facing something challenging			
	Share resources	I know good toilet hygiene; washing hands, flushing the toilet				
	Take turns					
	Wait patiently					
	I can put on my coat and use the toilet independently					

### Physical development

Fine motor	Manipulate objects	Use tools to make changes to materials	Form recognisable letters	Hold pencil effectively with comfortable grip	Refine handwriting and letter formation	Use pincer grip effectively
	Holds pencil/paint brush beyond whole hand grasp	Begin to form letters	Handle tools, objects, construction and malleable materials with increasing control	Begin to form letters correctly - starting and ending in the right place	Cut irregular shapes and patterns using scissors	Show good hand to eye coordination
	Develop a pincer pencil grip	Attempt to cut with Scissors	Cut using scissors with increasing control	Do clothes fastenings		Show good control with small tools - pens, paintbrush, needle
	Draw lines and circles					
	Makes marks to represent ideas					

	Show preference for dominant hand		Zip coat, put on shoes Cut along a straight line with scissors Start to cut along a curved line, like a circle			
<b>Gross motor</b>	Move safely and sensibly in a space Move safely and stop with control Use equipment safely and responsibly	Move safely and sensibly in a space Move safely and stop with control Use equipment safely and responsibly Travel in different ways	Copy and create shapes with your body Create shapes on apparatus Develop balance and taking weight on different body parts Develop jumping and landing safely	Explore different body parts and how they move Move and remember different actions Express and communicate ideas through movement exploring directions and levels Move with control and coordination	Develop rolling a ball to a target Develop stopping a ball Develop accuracy when throwing to a target Develop bouncing and catching a ball Develop dribbling and kicking a ball	Play games showing an understanding of the roles within it Follow instructions and move safely when playing in a team Work with others to play team games Use a variety of equipment safely and confidently

## Literacy

<b>Comprehension</b>	Join in with rhymes Show an interest in stories with repeated refrains Recognise environmental print Have a favourite story/rhyme Sequence familiar stories through the use of pictures to tell the story Recognise initial sounds	Retell stories related to events through acting/role play Retell stories using images Story Maps Orally retell stories Sequence story – use vocabulary of beginning, middle and end Enjoy an increasing range of books	Make up stories Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Share books with friends Identify non-fiction books and some of their features	Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment Use vocabulary and forms of speech that are increasingly influenced by their experiences of books Develop own narratives and explanations by	Retell a story with actions and / or picture prompts as part of a group Use story language when acting out a narrative Create own rhyming words Explain the main events of a story – draw pictures of characters/	Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions Make predictions Begin to understand that fiction means story Can point to front cover, back cover, spine, blurb, illustration,
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	<p>Recognise own name</p> <p>Engage in extended conversations about stories</p> <p>Learn new vocabulary.</p>	<p>Understand the five key concepts about print: - 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</p>		<p>connecting ideas or events</p>	<p>event / setting in a story</p> <p>Role play characters</p>	<p>illustrator, author and title</p> <p>Sort books into categories</p>
<p>Word Reading</p>	<p>Listen to environmental sounds and begin to discriminate between them</p> <p>Little Wandle Phase 2 - s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p> <p>Tricky words - is, l, the</p>	<p>Little Wandle Phase 2 - ff, ll, ss, j, v, w, x, y, z, zz, qu, words with s added at the end, ch, sh, th, ng, nk</p> <p>Tricky words - put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p>	<p>Little Wandle Phase 3 - ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, double letters - dd, mm, tt, bb, rr, gg, pp, ff, longer words</p> <p>Tricky words - was, you, they, my, by, all, are, sure, pure</p>	<p>Little Wandle Phase 3 - review phase 3, words with 2 or more digraphs, words ending in -ing, compound words, words with s in the middle, words ending -s and -es</p> <p>Review all tricky words</p>	<p>Little Wandle Phase 4 - short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC, compound words, root words ending in -ing, -ed, -id, -est</p> <p>Tricky words - said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p>Little Wandle Phase 4 - Long vowel sounds CVCC, CCVC, CCCVC, CCv, CCVCC</p> <p>Words ending in -s, -es, -ing, -ed, -id</p> <p>Review all tricky words</p>
<p>Writing</p>	<p>Have a dominant hand</p> <p>Develop pencil grip</p> <p>Experiment with mark making</p> <p>Give meaning to marks and labelling</p> <p>Write initial sounds</p> <p>Write name</p>	<p>Label using initial sounds</p> <p>Attempt to write simple words</p> <p>Spell cvc words</p> <p>Recognise and write letters learnt so far</p> <p>Write for a variety of purposes using phonetically plausible attempts at words</p>	<p>Write recognisable letters</p> <p>Write simple captions</p> <p>Write high frequency words</p> <p>Write labels and simple sentences</p> <p>Write cvcc words</p> <p>Start to write phrases in a meaningful context</p>	<p>Write correctly formed letters</p> <p>Independently write simple sentences</p> <p>Begin to use finger spaces</p>	<p>Use finger spaces</p> <p>Form lower-case and capital letters correctly</p> <p>Write polysyllabic words</p>	<p>Write sentences using a range of tricky words that are spelled correctly</p> <p>Develop use of full stops and capital letters</p>

## Mathematics

	<p>Join in with counting rhymes and songs</p> <p>Match and sort objects according to different criteria</p> <p>Compare quantities and amounts</p> <p>Compare size</p> <p>Compare mass</p> <p>Compare capacity</p> <p>Explore pattern – repeating, replicating, continuing</p> <p>Count to 5</p> <p>Begin to count with 1:1 correspondence</p>	<p>Represent 1, 2 &amp; 3</p> <p>Compare 1, 2, &amp; 3</p> <p>Investigate the composition of 1, 2 &amp; 3</p> <p>Circles and triangles – identify, describe, replicate</p> <p>Use and understand positional language</p> <p>Represent 1-5</p> <p>Find one more and one less</p> <p>Recognise, name and sort shapes with 4 sides</p> <p>Use language related to time</p> <p>Subitise 1-3</p> <p>Can orally count to 10</p>	<p>Recognise zero</p> <p>Compare numbers to 5</p> <p>Know the different compositions of 4 and 5</p> <p>Compare mass</p> <p>Compare capacity</p> <p>Represent, compare and investigate the composition of 6, 7 &amp; 8</p> <p>Make pairs of numbers</p> <p>Combine two groups</p> <p>Use language related to length and height</p> <p>Subitise numbers to 5</p> <p>Know some number facts to 5</p>	<p>Compare capacity</p> <p>Represent, compare and investigate the composition of 9 &amp; 10</p> <p>Compare numbers to 10</p> <p>Begin to know bonds to 10</p> <p>Recognise, name and sort 3d Shapes</p> <p>Explore patterns – spatial awareness</p> <p>Know doubles to 10</p> <p>Know pairs/odd and even</p>	<p>Build numbers beyond 10</p> <p>Count patterns beyond 10</p> <p>Spatial reasoning – match, rotate and manipulate</p> <p>Add more to a given number</p> <p>Take away from a given number</p> <p>Spatial reasoning – compose and decompose</p> <p>To know how to use a number track/line to solve a problem</p>	<p>Share and group objects and numbers</p> <p>Spatial reasoning – visualise and build</p> <p>Have a deepening understanding of previous concepts</p> <p>Patterns and relationships</p> <p>Spatial reasoning – mapping</p> <p>To begin to solve problems of their own design</p>
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## Understanding the World

<p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Talk about their family describe their immediate environment make observations out nature Talk about the jobs people in the local area discuss seasons and the changing of seasons – Autumn, Winter, Spring, Summer Make observations about the changes seen in nature</p>	<p>Discuss differences in religious beliefs and traditions Talk about other countries in the world Understand that other people have different beliefs Understand that other people have different customs in their homes and families</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling Explain some similarities and differences between life in this country and life in other countries Draw on knowledge from stories and non-fiction texts Recognise a map and understand what it is used for</p>	<p>Make observations and draw pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments</p>	<p>Understand changing states of matter Observe changes in materials Think about variables in an investigation</p>	<p>Understand how environmental damage affects the Earth Understand the term pollution and talk about the effects Be able to talk about how to protect the planet Understand the role humans have in damaging the environment Understand the role humans have in protecting the planet</p>
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## Expressive Arts and Design

Join in with songs  
 Begin to mix colours  
 Join in with role play games and use resources available for props  
 Build models using construction equipment.  
 Sing call-and-response songs  
 Make a self-portraits  
 Investigate different media  
 Explore sounds and how they can be changed

Use tools safely and appropriately to make models  
 Listen to music and make up own dances in response  
 Perform songs to an audience  
 Participate in role play activities  
 Experiment with colour mixing with a variety of media

Select tools and techniques needed to assemble materials  
 Experiment with colour, design, texture, form and function  
 Use props and puppets to retell, invent and adapt stories

Experiment with printing and collage techniques  
 Attempt observational drawings – pencil, close detail  
 Share creations explaining the process

Create own music.  
 Explore 3d relief art techniques  
 Retell familiar stories  
 Invent narratives with peers  
 Evaluate own art work and that of classmates and famous artists

Movement and dance based on a given stimulus  
 Perform a poem to an audience  
 Evaluate and discuss classical music pieces  
 Experiment with sculpture – slat dough, clay, mod rock



