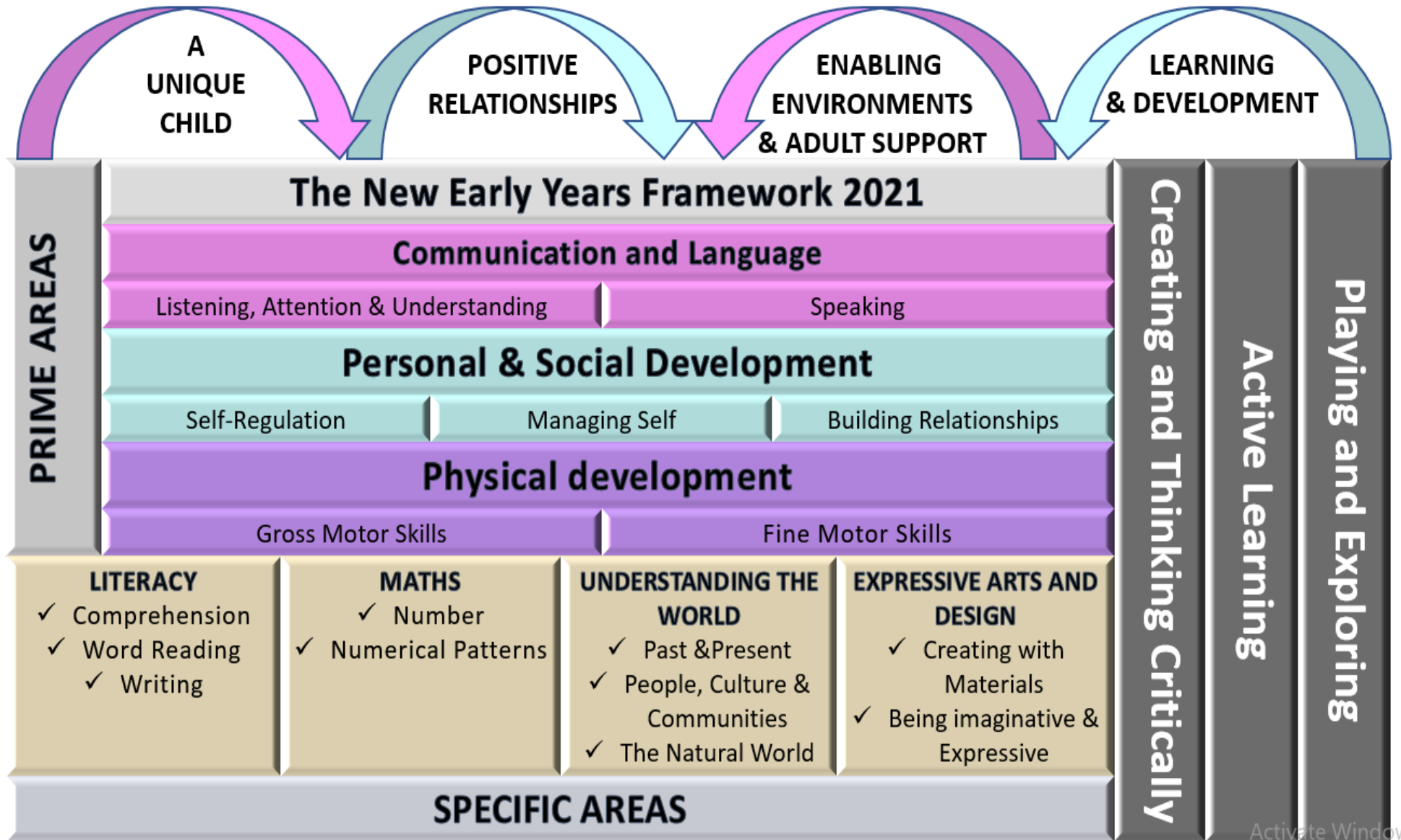


# EARLY YEARS CURRICULUM MAP



## EARLY YEARS STATEMENT OF INTENT

At St Marks we believe that the Early Years Foundation Stage is crucial in securing solid foundations that the children will continue to build upon. We engage children in learning from the very start and expect them to leave us as confident, independent, resilient learners who are curious about the world around them. All staff work hard as a team to create a positive, caring and welcoming atmosphere where the children feel secure yet challenged to achieve their best. The emphasis is very much on helping individual children to achieve their full potential. We are fully inclusive, and all children are expected to think about the needs of others and to be kind. We respect all families and aim to develop a positive two-way relationship with each one.

Our approach to teaching and learning is practical and playful and considers the needs and interests of the children. We have high expectations for the children both in terms of their behaviour and their learning and set challenges to encourage personal ambition. We keep the 'Characteristics of Effective Learning' at the heart of all we do and plan learning experiences that allow the children to develop these skills.


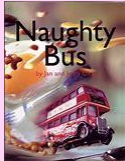
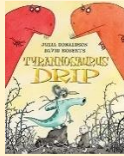
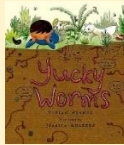
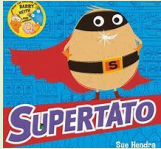

Our learning environments, both inside and outside, are adapted regularly to meet the developing needs of the children. We aim to make these stimulating, exciting and challenging to all the children, taking account of their stage of development. The environments encourage independence and elements of risk taking for the children.

At St Marks we believe that the Early Years is the beginning of our children's educational journey and should ignite a passion for learning allowing future year groups to build on these strong foundations and allow children to reach their full potential.

**In Early Years at St Marks we are:**

**KIND**  
**AMBITIOUS**  
**CONFIDENT**  
**INDEPENDENT**  
**RISK-TAKERS**  
**RESILIENT**  
**CURIOUS**

# EARLY YEARS CURRICULUM MAP 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME	'INTO THE WOODS'	'FROM A TO B'	'DINOSAURS'	'MINIBEASTS'	'SUPERHEROES'	'WE'RE ALL SUPERHEROES'
<p>GENERAL THEMES NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</p>	<p>Starting school Talking about ourselves Learning names of classmates Learning school rules Exploring the school Exploring the local area Cookery Map making</p>	<p>Designing vehicles Moving parts Where have you been? Imaginary lands Types of transport Space travel Making circuits DT – woodwork The Nativity Story Christmas</p>	<p>Exploring landscapes Looking at similarities and differences Evolution Different jobs 3d models History – life in the past Museums - artefacts</p>	<p>Habitats Looking after creatures Protecting the environment Identification and classification Patterns Predators Food chains Life cycles</p>	<p>Design a costume What are your super powers? Costume making Wanted posters Writing comics Obstacle courses Our personal superheroes</p>	<p>Reduce, reuse, recycle Environmental damage Pollution Litter picking Help a neighbour Fairtrade David Attenborough</p>
POSSIBLE TEXTS	 <p>Hansel and Gretel Little Red Riding Hood The Gruffalo No Dinner!</p>	 <p>The Train Ride The Journey Hundred Decker Bus Mrs Armitage on Wheels The Nativity Story</p>	 <p>Dirty Great Dinosaur Tyrannosaurus Drip Saturday Night at the Dinosaur Stomp Harry and the Bucketful of Dinosaurs How to Grow a Dinosaur</p>	 <p>Aaargh Spider! Yucky Worms Bumblebear What the Ladybird Heard The Ugly Bug Club</p>	 <p>Supertato Supertato Veggies Assemble Superbat Super Daisy Marvel Encyclopaedia</p>	 <p>George Saves the World by Lunchtime Somebody Swallowed Stanley Look After Your Planet The Window Where the Forest Meets the Sea</p>
'Wow' MOMENTS / ENRICHMENT ACTIVITIES	<p>Hargate Forest Sainsburys – Buying ingredients School treasure hunt Open afternoon with parents – stick activities</p>	<p>Harvest festival Bus trip to theatre Wheelie day – bikes into school Christmas Nativity play</p>	<p>Dinosaur Day Maidstone Museum Open afternoon with parents – a dinosaur stomp</p>	<p>Zoo Lab visit Minibeast hunts Ugly Bug Ball dress up day</p>	<p>Superhero Day Drama workshop Reading session with buddies</p>	<p>Recycled art day Sports Day Transition Week Leavers' Church Service End of year presentations with parents</p>

WHOLE SCHOOL LINKS	Introduce year 6 buddies Lunchtime Playtime	Christmas Church Service Watch KS1 Nativity play	Start attending assemblies – Wednesday and Friday	Easter Church Service World Book Day Activities International Day Activities	Reading session with buddies Assembly daily	Sports Day Transition Week Leavers' Church Service
VALUES		Thankfulness	Friendship	Fellowship	Forgiveness	Trust

### CHARACTERISTICS OF EFFECTIVE LEARNING



**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.



**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

## EARLY YEARS CURRICULUM MAP 21-22

THEME	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	‘INTO THE WOODS’	‘FROM A TO B’	‘DINOSAURS’	‘MINIBEASTS’	‘SUPERHEROES’	‘WE’RE ALL SUPERHEROES’
COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>WHOLE EYES FOCUS – C&amp;L IS DEVELOPED THROUGHOUT THE YEAR THROUGH HIGH QUALITY INTERACTIONS, DAILY GROUP DISCUSSIONS, CARPET DRAMA, PSHE TIMES, STORIES, SINGING, SPEECH AND LANGUAGE INTERVENTIONS, THINK, PAIR, SHARE ACTIVITIES, EYFS PRODUCTIONS, ASSEMBLIES AND WEEKLY INTERVENTIONS. DAILY STORY TIME</p>	<p>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 Colour Monster Shared stories Sharing books</p>	<p>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</p>	<p>Using language well Asking how and why questions... Retell a story with story language Describe events in detail – time connectives New vocabulary</p>	<p>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</p>	<p>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 Use language to describe</p>	<p>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, minibeasts in different habitats and seasons</p>

## EARLY YEARS CURRICULUM MAP 21-22

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	'INTO THE WOODS'	'FROM A TO B'	'DINOSAURS'	'MINIBEASTS'	'SUPERHEROES'	'WE'RE ALL SUPERHEROES'
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
MANAGING SELF	<ul style="list-style-type: none"> <li>Think about why we have school rules</li> <li>Follow the school and classroom rules</li> <li>Think about everyone's right to learn</li> <li>Use kind hands</li> <li>Look after resources</li> <li>Learn classmate's names</li> <li>Become familiar with the daily routine</li> <li>Start to recognise own feelings – Zones of Regulation, Colour Monster</li> <li>Ask for help when needed</li> <li>Share resources</li> <li>Take turns</li> <li>Wait patiently</li> </ul>	<ul style="list-style-type: none"> <li>Accept that everyone is different</li> <li>Include others when working and playing</li> <li>Know how to help if someone is being bullied</li> <li>Try to solve problems</li> <li>Try to use kind words</li> <li>Know how to give and receive compliments</li> <li>Look after own possessions</li> <li>Be prepared for learning</li> </ul>	<ul style="list-style-type: none"> <li>Stay motivated when doing something challenging</li> <li>Work well with a partner or in a group</li> <li>Have a positive attitude</li> <li>Set a goal and work towards it</li> <li>Help others to achieve their goals</li> <li>Work hard to achieve their own dreams and goals</li> <li>Know about people's jobs and how to get them when older</li> <li>Say when they feel proud</li> </ul>	<ul style="list-style-type: none"> <li>Understand that we need to exercise to keep our bodies healthy</li> <li>Understand how moving and resting are good for my body</li> <li>Know which foods are healthy and not so healthy and can make healthy eating choices</li> <li>Know how to help myself go to sleep and understand why sleep is good for me</li> <li>Know what a stranger is and how to stay safe if a stranger approaches me</li> </ul>	<ul style="list-style-type: none"> <li>Identify jobs in a family and know how you belong</li> <li>Know how to make friends to stop being lonely</li> <li>Think of ways to solve problems to stay friends</li> <li>Start to realise the impact of unkind words</li> <li>Use Calm Me time to manage feelings</li> <li>Know how to be a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Name parts of the body</li> <li>Say some things to do and food to eat to be healthy</li> <li>Understand that we grow from babies</li> <li>Express feelings about moving to year 1</li> <li>Talk about worries or excitement about moving to a new class</li> <li>Share memories of best bits of school so far</li> </ul>
SELF - REGULATION						
BUILDING RELATIONSHIPS						



## EARLY YEARS CURRICULUM MAP 21-22

THEME	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	'INTO THE WOODS'	'FROM A TO B'	'DINOSAURS'	'MINIBEASTS'	'SUPERHEROES'	'WE'RE ALL SUPERHEROES'
PHYSICAL DEVELOPMENT	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence</p>					
<b>FINE MOTOR</b> CONTINUOUSLY CHECK THE PROCESS OF CHILDREN'S HANDWRITING (PENCIL GRIP AND LETTER FORMATION, INCLUDING DIRECTIONALITY). PROVIDE EXTRA HELP AND GUIDANCE WHEN NEEDED. DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	Manipulate objects Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp pencil grip	Develop muscle tone to put pencil pressure on paper Use tools to make changes to materials Show preference for dominant hand Begin to form letters Attempt to cut with Scissors	Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Cut with Scissors with increasing control Zip coat, put on shoes	Hold pencil effectively with comfortable grip Form recognisable letters Do clothes fastenings	Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle	Form letters correctly Fasten clothes – zips and buttons independently Use pincer grip effectively Show good hand to eye coordination Show good control with small tools – pens, paintbrush, needle
<b>GROSS MOTOR</b> FREE FLOW ACCESS TO THE OUTSIDE AREA AND REGULAR PE AND FOREST SCHOOL SESSIONS	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	Copy and create shapes with your body Create shapes on apparatus	Explore different body parts and how they move Move and remember different actions Express and communicate ideas	Develop rolling a ball to a target Develop stopping a ball Develop accuracy when throwing to a target	Play games showing an understanding of the roles withing it Follow instructions and move safely when playing in a team

		Travel in different ways Copy actions Work cooperatively with a partner	Develop balance and taking weight on different body parts Develop jumping and landing safely Copy and create short sequences linking actions together	through movement exploring directions and levels Move with control and coordination, linking, copying and repeating actions	Develop bouncing and catching a ball Develop dribbling and kicking a ball	Work with others to play team games Use a variety of equipment safely and confidently
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# EARLY YEARS CURRICULUM MAP 21-22

THEME	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	'INTO THE WOODS'	'FROM A TO B'	'DINOSAURS'	'MINIBEASTS'	'SUPERHEROES'	'WE'RE ALL SUPERHEROES'
LITERACY	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>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 Recognise own name Engage in extended conversations about stories Learn new vocabulary.</p>	<p>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 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>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</p>	<p>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 connecting ideas or events</p>	<p>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/ event / setting in a story Role play characters</p>	<p>Listen to stories, accurately anticipating key events &amp; 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, illustrator, author and title Sort books into categories</p>
	<p>Rhythm and rhyme Echo sounds Discriminate sounds</p>	<p>Unit 5 - 9 Word building Word reading</p>	<p>Unit 9 - 11 Word building Word reading</p>	<p>Unit 9 - 11 Word building Word reading</p>	<p>Extended code units 1-4</p>	<p>Extended code units 1-4</p>

<p>WORD READING</p>	<p>Make body percussion Orally blend and segment Unit 1 - 5 Word building Word reading Symbol Search Sound-Swap Know that sounds can be represented by spellings with one letter</p>	<p>Symbol Search Sound-Swap Reading in text from manual/ decodable texts from Unit 5-9 words Dictation from Unit 7-9 VCC and CVCC 2 consonants in final position 3 and 4 letter sounds CVCC Know that some spellings are written with a double consonant</p>	<p>Symbol Search Sound-Swap Reading in text from manual/ decodable texts from Unit 9-10 words Dictation from Unit 7-9 2 consonants in initial position CCVCC, CVCCC and CCCVC 3 adjacent consonants 5 sound words Know that some spellings are written with two different letters</p>	<p>Symbol Search Sound-Swap Reading in text from manual/ decodable texts from Unit 9-10 words Dictation from Unit 7-9 2 consonants in initial position CCVCC, CVCCC and CCCVC 3 adjacent consonants 5 sound words Know that some spellings are written with two different letters</p>	<p>Manipulate alternative sounds in and out of words Know that a spelling can represent more than one sound Know the most common sounds represented the target spelling</p>	<p>Manipulate alternative sounds in and out of words Know that a spelling can represent more than one sound Know the most common sounds represented the target spelling</p>
<p>WRITING</p>	<p>Have a dominant hand Develop pencil grip Experiment with mark making Give meaning to marks and labelling Write initial sounds Attempt to write simple words Write name</p>	<p>Label using initial sounds Spell cvc words accurately Recognise and write all letters Write for a variety of purposes using phonetically plausible attempts at words</p>	<p>Write recognizable letters Write simple captions Write high frequency words Write labels and simple sentences Write fact files Write cvcc words Developing short sentences in a meaningful context Create a story board</p>	<p>Write correctly formed letters Describe using adjectives Create own story map Independently write captions and labels Independently write simple sentences Begin to use finger spaces</p>	<p>Describe events Write new versions of stories Use finger spaces Form lower-case and capital letters correctly Write polysyllabic words</p>	<p>Write a story Write sentences using a range of tricky words that are spelled correctly Begin to use full stops and capital letters Use familiar texts as a model for writing own stories</p>

## EARLY YEARS CURRICULUM MAP 21-22

THEME	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	'INTO THE WOODS'	'FROM A TO B'	'DINOSAURS'	'MINIBEASTS'	'SUPERHEROES'	'WE'RE ALL SUPERHEROES'
MATHEMATICS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	Join in with counting rhymes and songs Match and sort objects according to different criteria Compare quantities and amounts Compare size Compare mass Compare capacity Explore pattern – repeating, replicating, continuing	Represent 1, 2 & 3 Compare 1, 2, & 3 Investigate the composition of 1, 2 & 3 Circles and triangles – identify, describe, replicate Use and understand positional language Represent 1-5 Find one more and one less Recognise, name and sort shapes with 4 sides Use language related to time	Recognise zero Compare numbers to 5 Know the different compositions of 4 and 5 Compare mass Compare capacity Represent, compare and investigate the composition of 6, 7 & 8 Make pairs of numbers Combine two groups Use language related to length and height	Compare capacity Represent, compare and investigate the composition of 9 & 10 Compare numbers to 10 Begin to know bonds to 10 Recognise, name and sort 3d Shapes Explore patterns – spatial awareness	Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning – match, rotate and manipulate Add more to a given number Take away from a given number Spatial reasoning – compose and decompose	Begin to double numbers and amounts Share and group objects and numbers Begin to know and understand the concept of even and odd Spatial reasoning – visualise and build Have a deepening understanding of previous concepts Patterns and relationships Spatial reasoning - mapping

## EARLY YEARS CURRICULUM MAP 21-22

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	'INTO THE WOODS'	'FROM A TO B'	'DINOSAURS'	'MINIBEASTS'	'SUPERHEROES'	'WE'RE ALL SUPERHEROES'
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<p>Talk about their family Describe their immediate environment Make observations about nature Talk about the jobs people do in the local area Discuss seasons and the changing of seasons – Autumn, Winter 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>

## EARLY YEARS CURRICULUM MAP 21-22

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	'INTO THE WOODS'	'FROM A TO B'	'DINOSAURS'	'MINIBEASTS'	'SUPERHEROES'	'WE'RE ALL SUPERHEROES'
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
	<p>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</p>	<p>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</p>	<p>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 sculpture – slat dough, clay, mod rock</p>	<p>Experiment with printing and collage techniques Attempt observational drawings – pencil, close up detail Share creations explaining the process</p>	<p>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</p>	<p>Movement and dance based on a given stimulus Perform a poem to an audience Evaluate and discuss classical music pieces</p>

# EARLY YEARS CURRICULUM MAP 21-22

## EARLY LEARNING GOALS – FOR THE END OF THE YEAR - HOLISTIC / BEST FIT JUDGEMENT

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p><b>ELG: Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p><b>ELG: Self-Regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p><b>ELG: Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p><b>ELG: Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b> Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic</p>	<p><b>ELG: Number</b> Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Compare quantities up to 10 in different contexts, recognising</p>	<p><b>ELG: Past and Present</b> Talk about the lives of the people around them and their roles in society.</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.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences</p>	<p><b>ELG: Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories</p> <p><b>ELG: Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Begin to show accuracy and care when drawing.</p>	<p>knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
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