



CURRICULUM MAP FOR EARLY YEARS

FOUNDATION STAGE

Text highlighted in blue shows links to Computing. Text highlighted in orange shows links to e-safety.

For further details see individual curriculum maps.

The three prime areas are personal, social & emotional development, communication & language, and physical development. These are the core aspects of early child development. The four main specific areas are: literacy; mathematics; understanding the world; and expressive arts and design. These four areas represent important features of a child's early development. The end goals for EYFS are the Early Learning Goals

Themes

	Autumn Term	Spring Term	Summer Term
	Our school All About Me Superheroes - People who Help us Christmas	Celebrations Animals Our World Traditional Tales	On the Farm Seaside Pirates Look How Far we've Come

Trips and Special Events

	Autumn Term	Spring Term	Summer Term
	Outside visitors: Police/Crossing Patrol Visit, Road Safety Presentation EYFS Parent Workshop	Chinese Food Tasting St. Peter's Church – Baptism, Weddings and Easter	Barleylands Farm Trip Parent Involvement Afternoon Sports Day Summer Fete

	Parental Involvement Afternoon – Phonics, Squiggle and Speech and Language Skills Phonics/Fine Motor Skills Christmas Production		
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Festivals and Celebrations

	Autumn Term	Spring Term	Summer Term
	Black History Month Bonfire Remembrance Day Diwali Nursery Rhyme Week Hanukkah Christmas	New Year’s Eve National Story Telling Week Children’s Mental Health Week Safer Internet Day Chinese New Year Shrove Tuesday Valentine’s Day World Book Day Special Person’s Day (Mother’s Day) Holi Easter	Eid -Al-Fitr St George’s Day Mental Health Week Special Person’s Day (Father’s Day)

Communication and Language (Prime)

	Autumn Term	Spring Term	Summer Term
	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important; • Learn new vocabulary; • Engage in story times; • Listen to and talk about stories to build familiarity and understanding; • Listen carefully to rhymes and songs, paying attention to how they sound; • Learn rhymes, poems and songs. <p>Speaking</p> <ul style="list-style-type: none"> • Use new vocabulary through the day; • Develop social phrases. <p>Understanding what a computer is and what it can be used for.</p> <p>Understanding what a username and password is and how they are used to access a computer.</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary; • Engage in non-fiction books. <p>Speaking</p> <ul style="list-style-type: none"> • Use a range of connectives and describe events in some detail; • Retell a story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words; • Ask questions and use new vocabulary in different contexts; • Ask questions to find out more and to check they understand what has been said to them; • Connect one idea or action to another using a range of connectives; • Describe events in some detail; • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen; 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full

		<ul style="list-style-type: none">• Use new vocabulary in different contexts. <p>Talking to adults when something upsets them.</p> <p>Understanding what a username and password is and how they are used to access an account online.</p>	<p>sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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Personal, Social & Emotional Development (Prime)

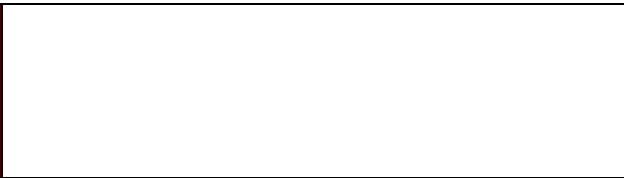
	Autumn Term	Spring Term	Summer Term
	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. <p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • Express their feelings and consider the feelings of others; • Show resilience and perseverance in the face of challenge. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • See themselves as a valuable individual; • Manage their own needs; • Personal Hygiene. <p>Individual Liberty, Democracy Religion or Belief, Race, Age, Sex</p>	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Think about the perspectives of others. <p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - Regular physical activity; - Healthy eating; - Tooth brushing; - Sensible amounts of ‘screen time’; - Having a good sleep routine; - Being a safe pedestrian. 	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others’ needs. <p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • 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><u>Managing Self</u></p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

			<ul style="list-style-type: none">• Explain the reasons for rules, know right from wrong and try to behave accordingly;• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Understanding about not talking to a stranger when online. Recognise that sharing details online is not safe.</p>
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Physical Development (Prime)

	Autumn Term	Spring Term	Summer Term
	<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> • Revise the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor; • Combine different movements with ease and fluency; • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group; • Develop overall body-strength, balance, co-ordination and agility; • Further develop and refine a range of ball skills including: throwing, catching, kicking, and passing; • Develop confidence and competence when engaging in activities that involve a ball; • Further develop the skills they need to manage the school day successfully, including lining up, queuing and at mealtimes. 	<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> • Refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Progress towards a more fluent style of moving, with developing control and grace; • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming; • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming; • Develop competence, precision and accuracy when engaging in activities that involve a ball; <p>The children will be using Squiggle while you Wriggle to develop and improve their larger muscles and core muscle strength which will</p>	<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>The children will be using Squiggle while you Wriggle to develop and improve their larger muscles and core muscle strength which will enable them to form and practise their letter formation.</p> <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paintbrushes and cutlery; • Begin to show accuracy and care when drawing.

	<p>The children will be using Squiggle while you Wriggle to develop and improve their larger muscles and core muscle strength which will enable them to form and practise their letter formation.</p>	<p>enable them to form and practise their letter formation.</p>	<p>The children will be using Squiggle while you Wriggle and Dough Disco to develop and improve their muscle strength in their fingers and practise their letter formation.</p>
	<p>Fine Motor Skills:</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons; • Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>The children will be using Squiggle while you Wriggle and Dough Disco to develop and improve their muscle strength in their fingers and practise their letter formation.</p> <p>Autumn Term: Using different types of technology and developing keyboard mouse skills</p>		
	<p>PE: Introduction to P.E Unit 1: Stopping and Starting and Sharing Equipment.</p> <p>Gymnastics Unit 1 & 2: Basic Movements, Shapes and Balances.</p> <p>Ball Skills Unit 1: Rolling, Throwing, Bouncing and Catching.</p>	<p>PE: Introduction to P.E Unit 2: Simple Games and Rules.</p> <p>Dance Unit 1 & 2: Travelling Movements, Shapes and Balances.</p>	<p>PE: Games: Unit 1 & 2 Score and Play by the Rules; Work with a Partner and Play as a Team.</p> <p>Ball Skills Unit 2: Dribbling with Feet and Kicking.</p>



**Fundamental Movements P.E
Skills Unit: Balancing, Running
and Changing direction.**

**Fundamental Movement P.E
Skills Unit 2: Travelling and
Changing Direction.**

Literacy (Specific)

	Autumn Term	Spring Term	Summer Term
	<p>Comprehension</p> <ul style="list-style-type: none">• Reread books to build up their confidence in word reading, their fluency, and their understanding and enjoyment. <p>Children will visit the library weekly to exchange books to share at home and in school.</p>	<p>Comprehension</p> <ul style="list-style-type: none">• Reread what they have written to check that it makes sense. <p>Children will visit the library weekly to exchange books to share at home and in school.</p>	<p>Comprehension</p> <ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;• Anticipate (where appropriate) key events in stories.;• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	<p>Word Reading</p> <ul style="list-style-type: none">• Read individual letters by saying the sounds for them;• Blend sounds into words, so that they can read short words made up of known letter sounds correspondences;• Read some letter groups that each represent one sound and say the sound for them;• Read a few common exception words matched to the school's phonic programme;• Read simple phrases and sentences made up of words with known letter sounds correspondences, and where necessary, a few exception words.		<p>Word Reading</p> <ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs;• Read words consistent with their phonic knowledge by sound-blending;• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	<p>Writing</p> <ul style="list-style-type: none"> • Form lower case and capital letters correctly. <p>Children will use Drawing Club to mark make and write initial sounds to share their ideas and interests. This links in with Sentence</p>	<p>Writing</p> <ul style="list-style-type: none"> • Write short sentences with words with known letter sounds correspondences using a capital letter and a full stop; • Spell words by identifying the sounds and then writing the sounds with letter/s. <p>Children will use Drawing Club to mark make and write initial sounds to share their ideas and interests.</p>	<p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. <p>Children will use Drawing Club to write initial sounds and sentences to share their ideas and interests.</p>
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Phonics

	<p>See Phonics Progression Document on the school's website</p>
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Mathematics (Specific)

	Autumn Term	Spring Term	Summer Term
	<p>Number:</p> <ul style="list-style-type: none">• Subitise;• Explore the composition of numbers to 10. <p>Numerical Patterns:</p> <ul style="list-style-type: none">• Count beyond ten;• Compare numbers;• Count objects, actions and sounds. <p>Measure, Shape and Spatial Thinking:</p> <ul style="list-style-type: none">• Select and rotate shapes to develop spatial reasoning skills;• Continue and copy repeating patterns;• Compare length, weight and capacity. <p>Children will be following the White Rose Maths scheme and Mastering Numbers as a supplement.</p>	<p>Number:</p> <ul style="list-style-type: none">• Automatically recall number bonds for numbers 0–5 and some to 10;• Link the number symbol (numeral) with its cardinal number value. <p>Numerical Patterns:</p> <ul style="list-style-type: none">• Understand the ‘one more than/one less than’ relationship; between consecutive numbers. <p>Measure, Shape and Spatial Thinking:</p> <ul style="list-style-type: none">• Select, rotate and manipulate shapes to develop spatial reasoning skills;• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can;• Continue, copy and create repeating patterns;• Compare length, weight and capacity. <p>Children will be following the White Rose Maths scheme and</p>	<p>Number:</p> <ul style="list-style-type: none">• Have a deep understanding of number to 10, including the composition of each number;• Subitise (recognise quantities without counting) up to 5;• 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>Numerical Patterns</p> <ul style="list-style-type: none">• Verbally count beyond 20, recognising the pattern of the counting system;• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p>Children will be following the White Rose Maths scheme and Mastering Numbers as a supplement.</p>

		<p>Mastering Numbers as a supplement.</p> <p>Children will be using NumBots as an enrichment to their maths teaching.</p>	<p>Children will be using NumBots as an enrichment to their maths teaching.</p>
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Understanding the World (Specific)

	Autumn Term	Spring Term	Summer Term
	<p>Past and Present:</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. <p>The children visit the history timeline regularly and it is pointed out to them each time they pass it.</p> <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community; • Name and describe people who are familiar to them; • Draw information from a simple map; 	<p>Past and Present:</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. <p>The children visit the history timeline regularly and it is pointed out to them each time they pass it.</p> <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community; • Recognise some similarities and differences between life in this country and life in other countries. 	<p>Past and Present:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • 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. <p>The children visit the history timeline regularly and it is pointed out to them each time they pass it.</p>

- Recognise that people have different beliefs and celebrate special times in different ways.

The children are introduced to Digi Maps. It is used as a class tool on the interactive whiteboard.

The children will be introduced to a different Stem person of the week.

The Natural World:

- Explore the natural world around them;
- Describe what they see, hear and feel whilst outside.

Autumn

Family, Mum, Dad, Brother, Sister, Grandparents, Aunt, Uncle, Sharing, Boy, Girl, Good/Bad Choices, School Rules.

The children are introduced to Digi Maps. It is used as a class tool on the interactive whiteboard.

The children will be introduced to a different Stem person of the week.

The Natural World:

- Recognise some environments that are different to the one in which they live;
- Understand the effect of changing seasons on the natural world around them.

The children are introduced to Digi Maps. It is used as a class tool on the interactive whiteboard.

The children will be introduced to a different Stem person of the week.

Spring:

Same, Different, Clean, Dirty, Washing, Brushing teeth, Getting Dressed/Undressed.

People, Culture and Communities:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- 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.

The children are introduced to Digi Maps. It is used as a class tool on the interactive whiteboard.

The children will be introduced to a different Stem person of the week.

The Natural World

Spring Term: Programming using Bee-Bots (Algorithm) and Exploring Technology at Home.

- **Explore the natural world around them, making observations and drawing pictures of animals and plants;**
- **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;**
- **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**

The children will be caring for seeds they have planted in the gardening area within the Early Years Playground

Bullying, Safe/Unsafe, Money, Notes, Coins and Bank

Summer Term: Comparing different technological devices.

Expressive Arts and Design (Specific)

	Autumn Term	Spring Term	Summer Term
	<p>Creating with Materials:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings; • Create collaboratively, sharing ideas, resources and skills. <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> • Listen attentively, move to music, expressing their feelings and responses; • Sing in a group increasingly matching the pitch and following the melody; • Develop storylines in their pretend play; • Explore and engage in music making and dance, performing solo or in groups. 	<p>Creating with Materials:</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them; • Create collaboratively, sharing ideas, resources and skills. <p>The children will be taking part in the Art challenge along with the rest of the school</p> <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses; • Watch and talk about dance and performance art, expressing their feelings and responses; • Sing in a group or on their own, increasingly matching the pitch and following the melody; • Develop storylines in their pretend play; • Explore and engage in music making and dance, performing solo or in groups. <p>Spring Term: Using digital devices to record others digitally.</p>	<p>Creating with Materials:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • 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>Using digital devices to record sounds.</p>

