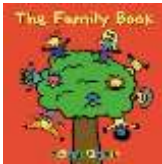
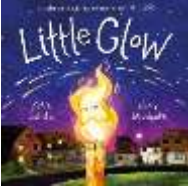
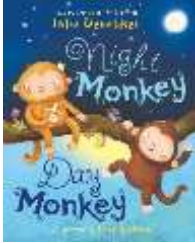
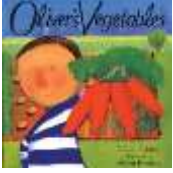


Early Years Curriculum map

Our yearly Curriculum Overview is driven by Development Matters and the EYFSP. Our Curriculum may alter as the year develops to children's interests and our cohort needs and we ensure our children harbour a love of learning throughout.

Term	Autumn	Spring	Summer
Enquiry Focus	Marvellous Me Let's Celebrate!	Not all Superhero's Fly Welly Boots or Sun Hats	Ready Steady Grow! Around the World
Core texts	   	   	   
Curriculum Enrichment	- Secret storytellers - WOW day/week - Downs Banks torch lit walk – whole school optional - Nativity performance - Santa visit to school - Family Café – Harvest & Storytelling - Parents Evening	- People who help us visitors – Police, doctor, Paramedic etc. - Secret storytellers - World Book Day - British Science Week (WOW week) - Family Café – Phonics & Easter	- Zoo trip - Chicks hatching in class - Pirate dress up day - Secret storytellers - WOW day/week - Downs Banks summers walk – whole school optional - Sports Day - Family Café – Maths & Story telling
Communication and Language	- Little Wandle Oracy – building solid foundations and developing conversational skills. - Wellcomm assessments for speech and language. - Singing nursery rhymes – building up to phonics - Rhyming stories - Developing language associated with families, friends, myself, celebrations and traditions. - Developing listening skills during carpet time learning - Developing conversation skills and following instructions during child led learning - Tapestry News/Show and tell – begin to confidently talk in front of a class about their activities at home & show and tell items.	- Little Wandle Oracy – building solid foundations and developing conversational skills. - Continue WellComm assessment activities for groups/individuals who need it - Understands how to listen carefully and why listening is important. - Learn new vocabulary related to people who help us, professions, seasonal changes, familiar stories - Listen to and talk about stories to build familiarity and understanding - Retell a story, some exact repetition and some in their own words applying appropriate vocabulary/ - Engage in Non-fiction books - Asking questions to our classroom visitors to further our knowledge. Learning question starters such as who, when, why. - Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen - Tapestry News/Show & Tell – develop more social phrases to confidently talk in front of a class about their activities at home & show and tell items.	- Little Wandle Oracy – building solid foundations and developing conversational skills. - Explore Non-fiction texts and vocabulary associated with life cycles, growing, hatching, changes, seaside, pirates, summer. - Tapestry News/Reading Bear – Confidently talk to the class about home learning activities and stories shared with the class reading bear. - Use new vocabulary in a range of contexts - Listen carefully to rhymes, songs and paying attention to how they sound. - 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 - 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 sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
ELG	Listening and attention: 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. Speaking: 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 sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		

ELG: Fine motor			
- 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, paint brushes and cutlery; - Begin to show accuracy and care when drawing			
Literacy	Little Wandle Phonics Phase 2 Little Wandle Handwriting – Patterns, Lower case letters Little Wandle Reading Practice Groups. Wordless and progress to phase 2.	Little Wandle Phonics Phase 3 Little Wandle Handwriting – Lower case print letters, capital letters Little Wandle Reading Practice Groups. Use phonic assessment data to organise reading groups.	Little Wandle Phonics Phase 4 Little Wandle Handwriting – digraphs and trigraphs Begin pre cursive script for those who are forming print consistently and ready.
	- Developing language through core texts and immersive texts - Engage in extended conversations about stories learning new vocabulary. - Write some or all of their name in recognisable letters - Begin to form letters in print correctly - Early writing – mark making, patterns, hearing and forming initial sounds in words. - Engage with writing across the classroom – clipboards in all areas e.g write a shopping list in the role play, label a model in the construction - Blend sounds in words and begin to read cvc words using sounds taught so far	- Read some letter groups that each represent one sound and say sounds for them (digraphs) - Read simple phrases and sentences made up of words with known letter sound correspondences and where necessary a few exception words. - Re-read books to build confidence, understanding and enjoyment. - Begin to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Form lower case and begin to form capital letters correctly. - Spell words by identifying the sounds and then witing the sounds with letter/s. CVC words - Begin to write short sentences with words with known sound letter correspondence sometimes using a capital letter and full stop.	- 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. - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. - Write recognisable letters, most of which are correctly formed including capital letters - Beginning to re-read what they have writing to check it makes sense - 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.

ELG: Comprehension	
- 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, nonfiction, rhymes and poems and during role play	
ELG; Word reading	
- 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	
ELG: Writing	
- 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	

Mathematics	Mastering Number – Numberblocks. SSM – Whiterose Maths		
	- Subitising within 3, objects and sounds - Counting, ordinality and cardinality – counting skills, showing 5 - Composition. Numbers made of 1’s, composition of 3, 4 & 5 - Comparing sets ‘just by looking’ - More than, fewer than, an equal number - Concept of ‘whole’ and ‘part’ - Match numerals within 10 - Verbal counting beyond 20	- Subitising within 5 on die patterns - Match numerals within 5 - Ordinality of numbers and the stair case pattern - Composition of 5,6,7. 5 and a bit method - More than, fewer than, less than, equal number. Explore unequal - Ordering numbers - Composition of 7 & 8 - Doubles - Odd and even numbers - Use of 5 and 10s frames	- Counting larger sets and things that cannot be seen - Subitising to 6 - Composition 5 & a bit - Composition of 10 - Play track games - Introduce Rekenreks 5 and 10s frames - Automatic recall of bonds to 5 - Review weeks

ELG: Number
- 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
ELG: Numerical patterns
- 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

Understanding the World See RE also	Seasons Autumn to winter Forest school e.g	Seasons Winter to Spring Forest School e.g	Seasons – Spring to Summer Forest School e.g
	• Sticks • Leaves • Autumn treasure hunts • Bird feeders for winter • Nature art • Making dens • Senses	• Explore snow and ice • Nature art, painting and drawings • Senses • Small worlds • Bug hunts	• Shadows • Nature art – bark, paint, wax crayons • Making dens • Potions • Bug hunts, life cycles
	• Comment on images of familiar situations in the past • Continue developing positive attitudes about the differences between people. • Understand that some places are special to members of their community. • Draw information from a simple map. Home to school • Describe what they see, hear and feel while outside • Past vs present. Baby – toddler – child - adult	• People who help us. Talk about the lives of the people around them and their roles in society; • 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;(Christmas and celebrations touched on this in Autumn 2) • 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	• Know that they are different countries in the world and talk about the differences they have experiences or seen in photos. • 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. • Explore the natural world around them.

ELG: Past and Present • 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.
ELG: 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
ELG: The Natural World • 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.

Expressive Arts & design	Access Art: What Can we see? • Exploring shape • Observational drawings • Explore colours • Use a variety of media – wax crayons, chalks, crayons, pens • Collecting nature for art	Access Art: How can we explore colour? • Collaging with colour • Colour mixing • Paint and print with media	Access Art: How can we use 3D materials? • Junk modelling • Props for toys • Insect hotels • Night time world collage • Printing rollers	Access Art: How can we use our imaginations? • Imaginary landscapes • Fruit and veg heads	Access Art: How can we explore materials and marks? • Mark making and sounds • Collaging • Junk modelling	Access Art: How can we build worlds?
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	Music Charanga Role play – developing vocabulary in known role plays such as a home corner Singing nursery rhymes Singing Harvest, Christmas songs & perform Making props for well known traditional stories Explore the creative areas in class – dough, paint, colouring etc	Music Charanga Role play – developing language in role play such as vets, doctors etc Singing nursery rhymes Singing songs in worship Exploring materials – den building, collaging Invent, design and create props e.g supertato Perform an Easter show and learning songs	Music Charanga Role play e.g shops. Model language Explore texture with media. E.g paint with forks, sticks, feathers etc Nature art Nature collages Chunky chalks Clay and dough
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ELG: Creating with materials

- 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

ELG: Being imaginative and expressive

- 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