

Early Years – Curriculum Map 2017-2018 (Year R)

Learning takes place through both teacher focus and child initiated activities. The children's interests are taken into account by discussions with the child and their parents and observations of the child in their play. The children learn and consolidate their new skills in the 'areas of learning' in both the indoor and outdoor classrooms.

<p>Personal , Social and Emotional Development</p> <p>Prime Area</p>	<p>Settling into school New routines New friends</p> <p>Trying new activities and being confident to work in a group. Discussing feelings, own and other cultures. Sharing and being fair. Maintaining attention. Explaining own knowledge to others.</p>	<p>Trying new activities and being confident to work in a group. Discussing feelings, own and other cultures. Recognising differences in customs, beliefs, customs and traditions and respect them. Sharing and being fair. Maintaining attention. Explaining own knowledge to others.</p>	<p>Sharing and discussing feelings.</p> <p>Co-operative play/ agreeing codes of behaviour. Dressing independently. Explaining own knowledge to others.</p> <p>Developing independent skills</p>	<p>Respecting thoughts, ideas and feelings of others. Explaining own knowledge to others.</p>	<p>Encouraging children to initiate ideas. Selecting and using resources independently, taking turns and sharing. Considering consequences of words and actions for others. Explaining own knowledge to others.</p>	<p>Encouraging children to initiate ideas, select and use resources independently. Treating others needs and values with respect. Working as part of a group. Explaining own knowledge to other</p>
<p>Communication, Language and Literacy</p> <p>Prime Area</p> <p>A variety of rhymes, poems, stories and non-fiction texts linked to</p>	<p>Phase 2 letters and sounds. Recognising letters and reading and spelling VC and CVC words. Writing name and words from memory. Writing labels. Pencil grip and</p>	<p>Rhyme and alliteration. Phase 2 letters and sounds. Recognising letters and reading and spelling VC and CVC words. Writing name and words from memory. Writing</p>	<p>Phase 3 letters and sounds. Recognising letters and reading and spelling CVC words with sh, ng, ch and th. Write simple sentences using punctuation.</p>	<p>Phase 3 letters and sounds. Recognising letters and reading and spelling CVC words with long vowel phonemes. Write simple</p>	<p>Phase 3 and 4 letters and sounds. Reading and spelling long vowel phonemes in CVC words. Write simple sentences using punctuation. Write</p>	<p>Phase 4 letters and sounds. Reading and spelling long vowel phonemes in CVC words. Write simple sentences using punctuation. Write</p>

<p>topic work.</p> <p>Weekly library visits</p>	<p>letter formation. Maintain attention and concentration. Learn new words linked to the topic. Listen to others, stories and respond to what they hear</p>	<p>labels. Pencil grip and letter formation Maintain attention and concentration.. Learn new words linked to the topic. Listen to others, stories and respond to what they hear</p>	<p>Pencil grip and letter formation. Maintain attention and concentration Learn new words linked to the topic. Listen to others, stories and respond to what they hear</p>	<p>sentences using punctuation. Maintain attention and concentration. Learn new words linked to the topic. Listen to others, stories and respond to what they hear</p>	<p>instructions. Describe main events in stories. Maintain attention and concentration. Learn new words linked to the topic. Listen to others, stories and respond to what they hear</p>	<p>stories. Describe main events in stories. Maintain attention and concentration.. Learn new words linked to the topic. Listen to others, stories and respond to what they hear</p>
<p>Oracy</p> <p>Listens and responds to ideas. Uses talk to organise, sequence and clarify thinking.</p>	<p>Retelling, acting out, sequencing, story maps Making predictions</p>	<p>Asking questions Conversation skills - taking turns, listening</p>	<p>Past and present How and why questions Conversation skills - taking turns, listening</p>	<p>Asking and answering questions (link to books) Using talk to plan</p>	<p>Explaining what they are doing Narrative language in play - before, next, last</p>	<p>Journeys - story telling Narrative language in play - before, next, last</p>
<p>Mathematics</p> <p>Number rhymes, stories, songs, games using number in play.</p>	<p>Recognising and ordering numerals Counting amounts, 1:1 sorting and explain chooses. Make repeating patterns, talk about 2D shapes using mathematical language. use language involved in addition and subtraction, order items by height. Solve problems.</p>	<p>Recognising and ordering numerals at different ability levels Counting amounts, finding 1 more/ 1 less than a given amount, sorting and explain chooses. Make repeating patterns, talk about 3D shapes using mathematical language, order items by length, solve problems. Find a total by adding or</p>	<p>Recognising and ordering numerals at different ability levels Counting amounts, finding 1 more/ 1 less than a given amount, sorting and explain chooses. Make repeating patterns, talk about 3D shapes using mathematical language, find doubles, solve problems. Find a</p>	<p>Number skills at different ability levels Counting amounts, finding 1 more/ 1 less than a given amount, sorting and explain chooses. Make repeating patterns, talk about 3D shapes using mathematical language, order items by weight,</p>	<p>Number skills at different ability levels Begin to know double facts and number facts to 5. Sharing amounts into equal groups. Solve problems. Know 1 more/less than a given amount to 20. Count in 2s and 5s.</p>	<p>Number skills at different ability levels Begin to know double facts and number facts to 5. Solve problems. Know 1 more/less than a given amount to 20. Count in 2s and 5s. estimate amounts, group amounts and count. Count on and back to find totals</p>

	Count in 1s	subtracting.	total by counting on. Count in 2s and 10s. sharing amounts in half	solve problems. Find a total by counting back. Count in 2s and 10s. number bonds to 5/ 10.		
Physical Development Prime Area Funky fingers Dough gym	Moving in a space with control and co-ordination. Developing fine and gross motor skills by using small and large equipment. Negotiating space when playing games. Holding a pencil with an effective grip to form recognisable letters. Travelling on, under and around climbing equipment. Handling tools and equipment safely	Negotiating obstacles and developing control on bikes Pencil grip and control to form recognisable letters. Recognising the importance of keeping healthy and how their body changes when they are active. How to store equipment safely Dress and undress independently	Pencil grip and control to form recognisable letters. How to store equipment safely Travelling with different equipment Throwing and catching a different balls Pencil grip and control to form recognisable letters. Dress and undress independently	Handling tools and equipment safely. Travelling with different equipment Throwing and catching a different balls Pencil grip and control to form recognisable letters. Talk about ways to be healthy.	Find ways to travel close to the ground Take weight using hands Travel around, under, over and through equipment. Focus on rolling Find ways to balance on the equipment Recognising good practices in regard to exercise, eating, sleeping and hygiene. Dress and undress independently.	Sports activities related to Sports Day. Recognising good practices in regard to exercise, eating, sleeping and hygiene. Writing on the lines. Hop confidently and skip in time to the music. Dress and undress independently
Expressive Arts and Design Throughout the year the children experience a range of media and	Using creative areas. Painting and drawing pictures and self portraits. Creating dances linked to music.	Paintings and creating related to children's interests. Paint mixing. Using clay. Singing, drama and dance work related to	Paintings and creating related to children's interests. Making constructions using tools and	Singing songs, explore sound of instruments. Creating constructions using tools and	Creating, Painting and collaging pictures related to children's interests. Exploring	Dance work. Creating different textures and media. Own interpretation of painting,. Exploring materials, techniques

techniques and the opportunity to explore independently. Role play areas are regularly changed and developed to follow the interests of the children	Learning Harvest songs. Exploring materials, techniques and tools.	the nativity show. Learning Christmas songs. Exploring materials, techniques and tools to make a Christmas card and decoration.	techniques. Making salt dough, talk about changes to the dough. Exploring materials, techniques and tools.	techniques. Exploring materials, techniques and tools.	materials, techniques and tools. Represent their feelings and ideas through variety of arts and design.	and tools. Represent their feelings and ideas through variety of arts and design.
Understanding the World Continuous provision throughout the year - development of mouse and keyboard skills on the computers; use of a range of other technological equipment such as: remote control vehicles, cameras, torches, bee-bots, microphones, CD players, etc.	Looking at how people change as they grow. Look at similarities and differences between children in the class. Discussing past and present events in their lives. Talk about family members. Look at changes in the seasons and find out what happens at harvest time.	Use artefacts, video clips, books, photographs to research similarities and differences between different celebrations and traditions in England, around the world Retell the Christmas Story. Diwali. Talk about people having different special days. Look at changes in the seasons	Complete simple programs on the computer and use ICT hardware. Observe Similarities and differences between objects. Research facts Look at changes in the seasons How Chinese New Year is celebrated?	Similarities and differences between places. Find places children have been on a map. Talk about places How Christians celebrate Easter in England and around the world. Look at life cycles of a chick and changes as it grows. Look at changes in the seasons	Talk about features of their own environment. Walk around the local area. Know that the environment is influenced by human activity. Know what people do to maintain where they live. Look at how environments vary from one another. Find out about the roles of people in the community	Observations of plants and animals. Look at similarities and differences between living things. Select and use technology for a particular purpose and talk about why they have used it. Look at changes in the seasons Know the properties of materials and suggest what they are used for.
Cooking						
Trips/Enrichment/Visitors						
Special Events						

Early Years - Curriculum Map 2015-2016 (Goslings)

Learning takes place through both teacher focus and child initiated activities. The children's interests are taken into account by discussions with the child and their parents and observations of the child in their play. The children learn and consolidate their new skills in the 'areas of learning' in both the indoor and outdoor classrooms. These themes are planned for each half term following detailed assessment and observations of the children.

They are taught alongside learning opportunities relating to the children's interests as well as their individual needs.

<p>Personal , Social and Emotional Development</p> <p>Prime Area</p>	<p>Settling in and making friends Following routines and rules Becoming independent</p>	<p>Being a good friend Following routines and rules Being independent</p>	<p>Being a good friend Being independent Getting ready for Reception</p>
<p>Communication, Language and Literacy</p> <p>Prime Area</p> <p>A variety of rhymes, poems, stories and non-fiction texts linked to topic work.</p>	<p>Naming objects and actions and using descriptive language Talking together in small and larger groups Listening to stories with rhyme and alliteration Joining in with repetitive phrases in books</p> <p>Phonics - Letters and Sounds Phase 1: Environmental and instrumental sounds, Voice and Body sounds, Rhythm and rhyme and Alliteration Listening to and joining in with stories Giving meaning to marks</p> <p>Weekly library visit</p>	<p>Naming and describing Understanding questions Talking together in small and larger groups Listening to stories with rhyme and alliteration Joining in with repetitive phrases in books</p> <p>Phonics - Letters and Sounds Phase 1: Environmental and instrumental sounds, Voice and Body sounds, Rhythm and rhyme and Alliteration Listening to and joining in with stories Talking about and acting out stories Mark making for different purposes</p> <p>Weekly library visit</p>	<p>Naming and describing Understanding questions Talking together in small and larger groups Listening to stories with rhyme and alliteration Joining in with repetitive phrases in books</p> <p>Phonics - Letters and Sounds Phase 1: Rhythm and rhyme, Alliteration, Oral segmenting and blending Listening to and joining in with stories Talking about and acting out stories Mark making for different purposes</p> <p>Weekly library visit</p>

<p>Mathematics</p> <p>Number rhymes, stories, songs, games using number in play.</p>	<p>Counting and number songs Comparing quantities Using and describing shapes Observing and describing pattern Exploration of number in the environment Sorting</p> <p>Positional language</p>	<p>Counting and number songs Addition and subtraction through songs Representing numbers Using and describing shapes Number through story Exploring vocabulary: more, less, addition, subtraction, share Estimation Selecting numerals to represent amounts to 10 Exploring money Sequencing events</p>	<p>Addition and subtraction through songs Recognising and representing numbers Number problems Using, describing and naming shapes Shape in the environment</p> <p>Exploring money</p>
<p>Physical Development</p> <p>Prime Area</p> <p>Write Dance</p>	<p>Mark making, malleable & messy play Exploring ways of moving and using apparatus</p>	<p>Mark making, malleable & messy play Exploring ways of moving and using apparatus</p>	<p>Mark making, malleable & messy play Exploring ways of moving and using apparatus</p>
<p>Understanding the world people and communities</p>	<p>Seasonal changes - Summer-Autumn-Winter Noticing the world around us</p> <p>News and events in their own lives and of family members Festivals - Eid, Diwali, Bonfire Night, Christmas</p>	<p>Seasonal Changes - Winter-Spring Noticing the world around us</p> <p>News and events in their own lives and of family members Festivals - Eid, Diwali, Bonfire Night, Christmas</p>	<p>Seasonal Changes - Spring-Summer Noticing the world around us</p> <p>News and events in their own lives and of family members Festivals - Father's day,</p>
<p>Expressive Arts and Design</p>	<p>Use of a wide range of media and techniques. Role play resources related to the ideas and experiences of the children. Singing, playing instruments, dancing and moving to music or other prompts.</p>	<p>Use of a wide range of media and techniques. Role play resources related to the ideas and experiences of the children. Singing, playing instruments, dancing and moving to music or other prompts.</p>	<p>Use of a wide range of media and techniques. Role play resources related to the ideas and experiences of the children. Singing, playing instruments, dancing and moving to music or other prompts.</p>

