

Early Years Curriculum Map 2019/20

Term	NAC/Reception	Year 1/2
Autumn 1	<p style="text-align: center;">ALL ABOUT ME</p> <p style="text-align: center;">PSED:</p> <p>Enjoying the company of new peers and adults at school Playing/working cooperatively with new adults Who am I ?- names, exploring own bodies, exploring their new environment To learn the names of the main part of the body Who is in my family?</p> <p style="text-align: center;">COMMUNICATION/LANGUAGE:</p> <p>Stories/rhymes/songs linked to their bodies, families and homes. Special people in their lives Individual/special routines at school and at home</p> <p style="text-align: center;">PHYSICAL DEVELOPMENT:</p> <p>Their bodies and how they move. Mark making with gross and fine motor movements using a range of media and materials Linking use of objects in their homes to school e.g. potty/toilet, bowl, spoon, cup/ bottle.</p> <p style="text-align: center;">SPECIFIC AREAS/ THINKING:</p> <p>Suggested books: Owl Babies, I want my potty, Funny Bones, Harry's Home, Avocado Baby, Monkey puzzle, photo books of themselves and special people in their lives Maths: Number- action rhymes and songs, using number names in play, organising groups of objects SSM- Fitting shapes and objects into puzzles Sequencing actions with daily routines UW-Pictures, stories and pretend play about themselves, their families and their school Role play- Home</p> <p style="text-align: center;">RE:</p> <p>Why am I special?- my name,, role play based on their homes and lives</p> <p style="text-align: center;">ICT:</p> <p>We have confidence- Recording and playing back sounds Online safety- " I can talk about myself and my special people" " I can tell an adult if something upsets me" 'I am careful with technology devices'</p>	<p style="text-align: center;">PIRATES</p> <p style="text-align: center;">PSED:</p> <p>Exploring new classroom environment Building relationships with new adults Developing confidence to ask adults if they need to know something Talking/interacting with a small group when role playing To listen to other people and play co-operatively To help construct and agree some class rules- how will these rules help them? To learn that they belong to a school community</p> <p style="text-align: center;">COMMUNICATION/LANGUAGE:</p> <p>Stories/rhymes/songs linked to Pirates e.g. When I was One. The big ship sails Listening to others in role play/ when discussing a story Answering simple questions in response to a pirate story Using talk to connect ideas</p> <p style="text-align: center;">PHYSICAL DEVELOPMENT:</p> <p>Developing gross and fine motor skills to link to writing skills- Write Dance Using one handed tools and equipment</p> <p style="text-align: center;">SPECIFIC AREAS/THINKING:</p> <p>Suggested books- The Night Pirates, What Pirates really do, Pirates love underpants, Pirate Pete, Ten Little Pirates, Pirates Ahoy! Literacy- Pirate portraits, Hot seating Maths Number- Exploring addition and subtraction, Counting objects to 10 and beyond using treasure SSM- Using construction activities to investigate shape and size Money- link to treasure UW- Floating/Sinking Role Play- Pirate Ship/ Treasure Island</p> <p style="text-align: center;">RE:</p> <p>Where do I belong?- To begin to express ideas about their identity and where they belong</p> <p style="text-align: center;">ICT:</p> <p>We have feelings- Taking and displaying digital photographs Online Safety- ' I can talk about why its important to be kind and polite 'I can begin to discuss rules about keeping safe on the internet'</p>

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Autumn 2	<p style="text-align: center;">COME TOGETHER AND CELEBRATE</p> <p>EYFS/Early Support Areas of Learning:</p> <p>PSED:</p> <p>Starts to join in and share experiences to celebrate Diwali, Bonfire night, Hanukkah, and Christmas</p> <p>Engaging in pretend play linked to special times- festival role play areas</p> <p>How are other families similar/different to mine? (link to what they do at festivals)</p> <p>COMMUNICATION/LANGUAGE:</p> <p>Stories/rhymes/songs linked to celebrations in their own lives and in the lives of others</p> <p>Developing vocab/signs/symbols linked to festivals</p> <p>Individual/special routines at school and at home</p> <p>PHYSICAL DEVELOPMENT:</p> <p>Fine and gross motor activities linked to festival crafts</p> <p>Exploring body movements linked to different festival music</p> <p>Sensory play using festive materials and media</p> <p>SPECIFIC AREAS/ THINKING:</p> <p>Suggested books: Handas Surprise, One snowy night, The nativity story, Maisy's Christmas, Little Red Hen. The snowman, Spot's Christmas</p> <p>Maths: Number- Categorising objects, Language of quantities, Number songs, Reciting numbers to 10</p> <p>SSM- Using blocks to create structures and arrangements</p> <p>UW-joining in with family and school customs and events.</p> <p>Exploring objects by linking together different approaches- shaking, hitting etc</p> <p>EAD-Exploring different instrument sounds linked to celebratory music</p> <p>Role play- Home corner changed to link to different festivals</p> <p>RE:</p> <p>Which festivals are special to me and my family?</p> <p>ICT:</p> <p>We can take turns- Manipulating objects on screen</p> <p>Online Safety- I can share things I have made and play with.</p> <p>I can take turns</p>	<p style="text-align: center;">CELEBRATE AROUND THE WORLD</p> <p>EYFS/Early Support Areas of Learning:</p> <p>PSED:</p> <p>Understanding the class rules(Where appropriate)</p> <p>Taking turns in larger group games/activities</p> <p>The importance of personal hygiene when cooking</p> <p>Begin to explore constituting and maintaining healthy eating</p> <p>To recognise what they like and dislike</p> <p>COMMUNICATION/LANGUAGE:</p> <p>Stories/rhymes/songs linked to celebrations around the world</p> <p>Developing vocab/signs/symbols linked to festivals and countries</p> <p>PHYSICAL DEVELOPMENT:</p> <p>Healthy Eating</p> <p>Fine and gross motor activities linked to festival crafts and cooking</p> <p>Write Dance</p> <p>SPECIFIC AREAS/ THINKING:</p> <p>Suggested books: Non-fiction texts Literacy- reading and writing for different purposes e.g. lists, recipes, instructions</p> <p>Maths: Number- counting irregular formations of objects, addition and subtraction</p> <p>SSM- Investigating quantities/more and less/ heavy and light linking to festive recipes</p> <p>UW-Cooking celebratory foods from different countries/celebrations</p> <p>Class project on Christmas in a chosen country</p> <p>EAD- Exploring craft and cookery of different cultures</p> <p>Role play- Home corner Snow village/Igloo/Ice village</p> <p>RE:</p> <p>How is Christmas celebrated around the world?</p> <p>ICT:</p> <p>We are successful- combining digital photos with text and sounds</p> <p>:We can understand instructions- controlling kitchen equipment.</p> <p>Online Safety- I can tell you what personal information is</p>

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Spring 1	<p style="text-align: center;">COLOUR</p> <p>EYFS/Early Support Areas of Learning:</p> <p>PSED:</p> <p>Expressing own preferences and interests with a range of colour activities Finding out more about themselves- colour of hair, eyes etc. Exploring similarities and differences with colour Begin to explore how their bodies are similar/different to others</p> <p>COMMUNICATION/LANGUAGE:</p> <p>Stories/rhymes/songs linked to colours Developing vocab/signs/symbols linked to colours Exploring questions linked to themselves and stories linked to colour</p> <p>PHYSICAL DEVELOPMENT:</p> <p>Fine and gross motor activities linked to coloured objects Sensory play using coloured materials Gross motor development- large objects</p> <p>SPECIFIC AREAS/ THINKING:</p> <p>Suggested books: Elmer, The Blue Balloon, Brown bear, brown bear, Rainbow Fish, Colour</p> <p>Maths: Number- Categorising, sorting and categorising objects according to colour, linking objects and groups of numbers to objects</p> <p>SSM- Showing an interest in shape and space by playing with coloured shapes and making arrangements with coloured objects</p> <p>UW-Exploring colour programs with IT</p> <p>Exploring objects through pulling, pushing, squeezing (link to Blue Balloon story)</p> <p>EAD-Exploring colour and colour mixing through a range of multi-sensory materials and media</p> <p>Role play- Colour cafe- different cups/plates/foods etc linked to a colour each week</p> <p>RE:</p> <p>Which people are special to me and my family?</p> <p>ICT:</p> <p>We are creative- Choosing and using tools in an art application</p> <p>Online Safety- I can help others I can say kind things about the work of others</p>	<p style="text-align: center;">THE FAMOUS FIVE</p> <p>EYFS/Early Support Areas of Learning:</p> <p>PSED:</p> <p>To learn the names of the main parts of the body(link to hospital role play) To know that peoples bodies and feelings can be hurt (link to hospital role play) To learn about the special people who work in their community and how they can contact them if they need help(link to hospital role play) To know that household products, including medicines can be harmful if not used properly</p> <p>To identify their special people- how should special people should care for one another For pupils on the Early Support document it would be more appropriate to study 5 Special people: Children following the EYFS can investigate 5 famous people from</p> <p style="text-align: center;">history Mum Dad Siblings Grandparents Aunty/Uncles</p> <p>COMMUNICATION/LANGUAGE:</p> <p>Building up vocabulary linked to special or historical people Use language to talk about past/present forms when talking about events that have happened</p> <p>PHYSICAL DEVELOPMENT:</p> <p>Dough disco Group turn taking games</p> <p>SPECIFIC AREAS/ THINKING:</p> <p>Literacy- Non-fiction texts, All Join in,</p> <p>Maths: Number- Categorising, sorting and categorising objects according to colour, linking objects and groups of numbers to objects</p> <p>SSM- Time</p> <p>UW- Investigating past and present events either in their own lives, their family's life, or a historical person</p> <p>EAD- Developing imaginative language in role play</p> <p>Role play- Hospital .(Link to Florence Nightingale where appropriate)</p> <p>RE:</p> <p>Which people have helped others in the Bible? (Old and New Testament- link to Christianity and Judaism)</p> <p>ICT:</p> <p>We can understand messages- Controlling and using sound We can email- using email to communicate</p> <p>Online Safety- I can agree and follow sensible e safety rules I can keep my password private.</p>

Term	NAC/Reception	Year 1/2
Spring 2	<p style="text-align: center;">TRADITIONAL TALES</p> <p style="text-align: center;">EYFS/Early Support Areas of Learning:</p> <p style="text-align: center;">PSED:</p> <p>Shows preferences for outfits/costumes/puppets linked to stories. Interacting with familiar peers in role play and props linked to the stories To begin to recognise what is fair/unfair, kind/unkind/right/wrong- link to the stories</p> <p style="text-align: center;">COMMUNICATION/LANGUAGE:</p> <p>Stories/rhymes/songs linked to these familiar stories Developing vocab/signs/symbols linked to traditional tales Vocalising and joining in with key phrases/repeated lines from the stories</p> <p style="text-align: center;">PHYSICAL DEVELOPMENT:</p> <p>Developing own likes and dislikes when tasting/trying different foods Developing fine and gross motor skills- planting, pouring, watering,digging</p> <p style="text-align: center;">SPECIFIC AREAS/ THINKING:</p> <p>Suggested books: Goldilocks and the Three Bears, Little Red Riding Hood, The Gingerbread Man, The Three Little Pigs Literacy- recalling key events from a story Maths: Number- Investigating number problems linked to the stories SSM- Positional language Continue to investigate size UW-Small world play linked to the stories EAD-Making Puppets Role play- The three bears cottage</p> <p style="text-align: center;">RE:</p> <p>The Easter Story- Recalling and retelling key people and events</p> <p style="text-align: center;">ICT:</p> <p>We can listen- using technology to communicate verbally (link to stories) Online safety- ' I can talk about good and bad choices' 'I can be kind and say kind things to my friends</p>	<p style="text-align: center;">NEIGHBOURHOOD WATCH</p> <p style="text-align: center;">EYFS/Early Support Areas of Learning:</p> <p style="text-align: center;">PSED:</p> <p>Exploring outdoors and the immediate environment with familiar adults Who lives in their house? Who is special to them? Where do they live? Being safe in their neighbourhood To learn that they belong to different groups and communities (link to RE) Learning about rules and ways to keep physically and emotionally safe in their community- road, rail cycle, water, online</p> <p style="text-align: center;">COMMUNICATION/LANGUAGE:</p> <p>Stories/rhymes/songs linked to their homes/families and area Developing vocab/signs/symbols linked to the neighbourhood Selecting and naming objects linked to their local area Prepositions</p> <p style="text-align: center;">PHYSICAL DEVELOPMENT:</p> <p>Write Dance Walking safely in the local environment</p> <p style="text-align: center;">SPECIFIC AREAS/ THINKING:</p> <p>Suggested books: Percy the Park Keeper, Topsy and Tim go to the park, Non fiction books about parks, shops, buildings, cafe Literacy- Labels- maps etc Maths: Number- Comparing quantities, more/less than SSM- Investigating 3D shape using junk modelling UW-Noticing features in the local environment Visiting a local landmark e.g. park/ library/cafe/shop Talking about things they have observed</p> <p style="text-align: center;">EAD</p> <p>Role play- Library</p> <p style="text-align: center;">RE:</p> <p>Which people are special in the local community? Which symbols are special to them at Easter time?</p> <p style="text-align: center;">ICT:</p> <p>We are community members- taking and displaying digital photographs, recording sound</p> <p>Online safety- I can play an appropriate game on the internet and consider who can see this information online</p>

Summer1

HOW DOES YOUR GARDEN GROW?

EYFS/Early Support Areas of Learning:

PSED:

Exploring outdoors with familiar adults
Working together in small groups to grow plants or vegetables

COMMUNICATION/LANGUAGE:

Stories/rhymes/songs linked to growing things
Developing vocab/signs/symbols linked to growth
Selecting and naming objects linked to gardening

PHYSICAL DEVELOPMENT:

Developing own likes and dislikes when tasting/trying different foods
Developing fine and gross motor skills- planting, pouring, watering, digging

SPECIFIC AREAS/ THINKING:

Suggested books: Jasper's Beanstalk, Growing Beans, Jack and the Beanstalk,
The Enormous Turnip
Literacy- Labels
Maths: Number- Using mark making to develop representing numbers, Ordering numbers

SSM- Capacity- empty/not empty etc

Exploring size

UW-Noticing features in the outdoor environment

Talking about things they have observed

Role play- Imaginary garden

RE:

Which stories are special to me and my family?

ICT:

We are healthy- beginning to use the internet

Online Safety- I can ask an adult when I want to use the internet

I can play an appropriate game on the internet

I can tell an adult when something unexpected happens on the internet

WHERE THE WILD THINGS ARE

EYFS/Early Support Areas of Learning:

PSED:

Shows preferences for outfits/costumes/puppets linked to stories.
Interacting with familiar peers in role play and props linked to the stories

What do I like about my friends?

What do my friends like about me?

COMMUNICATION/LANGUAGE:

Stories/rhymes/songs linked to creatures

Developing vocab/signs/symbols linked to creatures in stories

Predicting repeated refrains in stories and poems

PHYSICAL DEVELOPMENT:

Dough Disco

Movement in response to imaginative stories- We're going on a bear hunt/ Where the wild things are

SPECIFIC AREAS/ THINKING:

Suggested books: Where the Wild Things are, On the ning nang nong, Were going on a bear hunt, The very hungry Caterpillar

Literacy- Imaginary creature poems and stories, rhyming strings

Maths: Number- Adding and subtracting using objects, Numbers to 20

SSM- Time

2D and 3D shapes

UW-Life cycles of butterflies/frogs/Chickens

EAD-Creating imaginary creatures

Role play- Imaginary land/forest/cave

RE:

Which symbols are special to other people?

ICT:

We are shape makers- using light projectors (link to SSM)

We are digital readers- engaging with digital texts(link to literacy)

Online Safety- I know that not everyone is who they say they are on the internet

Term	NAC/Reception	Year 1/2
Summer 2	<p style="text-align: center;">ANIMAL CRACKERS</p> <p>EYFS/Early Support Areas of Learning: PSED: Showing care and concern for living things Engages in pretend play with different animal toys Visit of therapy dog and Animal Man Selecting own resources to extend play linked to topic</p> <p>COMMUNICATION/LANGUAGE: Stories/rhymes/songs/signs linked to Animals Play linked to sounds that animals make Special pets in their lives</p> <p>PHYSICAL DEVELOPMENT: Developing ball skills Movement in response to Carnival of the Animals Fine motor skills making animal masks</p> <p>SPECIFIC AREAS/ THINKING: Suggested books- Animal Boogie, Dear Zoo, Monkey and Me, Giraffes Cant Dance, The duck in the truck, Vicky the vet Literacy- Making Class book of their pets. Maths: Number- Matching numerals to quantities Recognising numbers in the environment SSM- exploring simple animal patterns Exploring shapes in the environment UW- Similarities and differences in animals Small world animal play Role play- Vets</p> <p>RE: Which places are special to me?</p> <p>ICT: We are designers- Controlling a remote controlled toy We can count- programming a programmable toy</p> <p>Online safety- 'I can take turns' 'I can change to a different activity when I have spent time on a device'</p>	<p style="text-align: center;">PADDINGTON'S PASSPORT/BESIDE THE SEASIDE</p> <p>EYFS/Early Support Areas of Learning: PSED: Special places they have visited Choosing resources they would need for a trip to the seaside Learning about two or three key landmarks in this country and a chosen country</p> <p>To discover what improves and harms the natural environment To share their views and opinions in a familiar group</p> <p>COMMUNICATION/LANGUAGE: Stories/rhymes/songs/signs linked to special places Talking about special places they have visited- how did they travel? Vocabulary linked to travelled transport</p> <p>PHYSICAL DEVELOPMENT: Dough Disco Travelling on different apparatus</p> <p>SPECIFIC AREAS/ THINKING: Suggested books- Paddington, The snail and the whale, Shouty Arthur at the seaside, The Lighthouse keepers lunch, Non fiction book on London and a chosen country</p> <p>Literacy- Information reading and writing Maths: Number- Matching numerals to quantities Recording numbers and operations SSM- Ordering items by length/height and weight/capacity UW- Exploring globes and maps Sharing holiday photos/experiences Role play- Travel Agents/Seaside- children to choose</p> <p>RE: Which buildings are special to other people?</p> <p>ICT: We can blog- communicating with digital text</p> <p>Online safety- I can recognise age-appropriate websites (link to topic work)</p>