

# Early Years Curriculum Map 2021/22

Term	NAC/Reception	Year 1
<p style="text-align: center; color: #4F81BD; font-weight: bold;">Autumn 1</p>	<p style="text-align: center; color: #4F81BD;">ALL ABOUT ME</p> <p style="text-align: center;"><b>PSED:</b></p> <p style="text-align: center;">Enjoying the company of new peers and adults at school  Playing/workng cooperatively with new adults  Who am I ?- names, exploring own bodies, exploring their new environment  To learn the names of the main parts of the body  Who is in my family?</p> <p style="text-align: center;"><b>COMMUNICATION/LANGUAGE:</b></p> <p style="text-align: center;">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;"><b>PHYSICAL DEVELOPMENT:</b></p> <p style="text-align: center;">Their bodies and how they move.</p> <p style="text-align: center;">Mark making with gross and fine motor movements using a range of media and materials, dough disco</p> <p style="text-align: center;">Linking use of objects in their homes to school e.g. potty/toilet, bowl, spoon, cup/ bottle.</p> <p style="text-align: center;"><b>SPECIFIC AREAS/ THINKING:</b></p> <p style="text-align: center;">Suggested books: Owl Babies, I want my potty, My Hair, Harry's Home, Whose Toes are those? Monkey puzzle, Jellybean goes to school photo books of themselves and special people in their lives</p> <p style="text-align: center;">Maths: Number- action rhymes and songs, using number names in play, organising groups of objects</p> <p style="text-align: center;">SSM- Fitting shapes and objects into puzzles  Sequencing actions with daily routines</p> <p style="text-align: center;">UW-Pictures, stories and pretend play about themselves, their families and their school</p> <p style="text-align: center;">Role play- Home</p> <p style="text-align: center;"><b>RE:</b></p> <p style="text-align: center;">Why am I special?- my name,, role play based on their homes and lives</p> <p style="text-align: center;"><b>ICT:</b></p> <p style="text-align: center;">We have confidence- Recording and playing back sounds  <b>Online safety-</b> " 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; color: #4F81BD;">WITH A LITTLE HELP FROM MY FRIENDS</p> <p style="text-align: center;"><b>PSED:</b></p> <p style="text-align: center;">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 of friends when role playing  Turn taking with peers  To listen and respond to a peer's idea  To help construct and agree some class rules- how will these rules help them?  Kind hands, Kind feet etc  What do I like about my friend?- What do they like about me?  How does our behaviour affect our friends?</p> <p style="text-align: center;"><b>COMMUNICATION/LANGUAGE:</b></p> <p style="text-align: center;">Stories/rhymes/songs/signs linked to friendship-  Listening to others in role play/ when discussing a story  Answering simple questions in response to a story  Using talk to connect ideas</p> <p style="text-align: center;"><b>PHYSICAL DEVELOPMENT:</b></p> <p style="text-align: center;">Developing gross and fine motor skills to link to writing skills- Write Dance/ dough disco/squiggle  Using one handed tools and equipment</p> <p style="text-align: center;"><b>SPECIFIC AREAS/THINKING:</b></p> <p style="text-align: center;">Suggested books- I want a friend, Supertato, Do you want to be my friend?, A rainbow of friends, How to grow a friend, You are Friendly Grumpy frog, Mine, Take turns Max and Millie,  Literacy- Key vocabulary</p> <p style="text-align: center;">Maths Number-,Counting objects to 10 and beyond, Using number names in play, Addition  SSM- The language of size  Time based events linked to routines in new class  UW- Shows curiosity about themselves and their friends  Is beginning to learn that they have similarities and differences to their friends</p> <p style="text-align: center;">Role Play- Friends Forest- friendship trunks, friendship leaves</p> <p style="text-align: center;"><b>RE:</b></p> <p style="text-align: center;">Who is special to me?  Friendship in the Bible</p> <p style="text-align: center;"><b>ICT:</b></p> <p style="text-align: center;">We are talkers- Using talk to express themselves  <b>Online Safety-</b> ' I can talk about why its important to be kind and polite</p>

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Autumn 2	<p style="text-align: center;"><b>COME TOGETHER AND CELEBRATE</b></p> <p><b>EYFS/Early Support Areas of Learning:</b></p> <p><b>PSED:</b></p> <p>Starts to join in and share experiences to celebrate Diwali, Bonfire night, Hanukkah, and Christmas (see dates)</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><b>COMMUNICATION/LANGUAGE:</b></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><b>PHYSICAL DEVELOPMENT:</b></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><b>SPECIFIC AREAS/ THINKING:</b></p> <p>Suggested books: Handas Surprise, One snowy night, The nativity story, Maisy's Christmas, Little Red Hen. The snowman, Amazing Peace, Waiting for Christmas, Antlers with Candles</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><b>RE:</b></p> <p>Which festivals are special to me and my family?</p> <p>Bonfire night- 5th November</p> <p>Diwali 4th November</p> <p>Hanukkah: 28th November-6th December</p> <p>Christmas : 25th December</p> <p><b>ICT:</b></p> <p>We can take turns- Manipulating objects on screen</p> <p><b>Online Safety-</b> I can share things I have made and play with.</p> <p>I can take turns</p>	<p style="text-align: center;"><b>FOOD, GLORIOUS FOOD</b></p> <p><b>EYFS/Early Support Areas of Learning:</b></p> <p><b>PSED:</b></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 which foods they like and dislike</p> <p><b>COMMUNICATION/LANGUAGE:</b></p> <p>Stories/rhymes/songs linked to food</p> <p>Developing vocab/signs/symbols linked to food and festivals</p> <p><b>PHYSICAL DEVELOPMENT:</b></p> <p>Healthy Eating</p> <p>Fine and gross motor activities linked to festival crafts and cooking</p> <p>Write Dance</p> <p><b>SPECIFIC AREAS/ THINKING:</b></p> <p>Suggested books: Daisy Eat Your Peas, Bee-Bim Bop, Lulu's Lunch, Oliver's Vegetables, Ready, Steady Grow , Chapatti Moon. Fruits Non-fiction textsLiteracy- reading and writing for different purposes e.g. shopping 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>EAD- Exploring craft and cookery of different cultures</p> <p>Role play- Festival cafe- linked to different celebrations</p> <p><b>RE:</b></p> <p>Which festivals are celebrated around the world at this time?</p> <p>Which meal and food rituals are linked to these celebrations?</p> <p>Bonfire night- 5th November</p> <p>Diwali 4th November</p> <p>Hanukkah: 28th November - 6th December</p> <p>Christmas : 25th December</p> <p><b>ICT:</b></p> <p>We are healthy-internet research</p> <p>We can exercise- digital timers</p> <p>:We can understand instructions- controlling kitchen equipment.</p>

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<p>Spring 1</p>	<p style="text-align: center;"><b>COLOUR</b></p> <p><b>EYFS/Early Support Areas of Learning:</b></p> <p><b>PSED:</b></p> <p>Expressing own preferences and interests with a range of colour activities</p> <p>Finding out more about themselves- colour of hair, eyes etc.</p> <p>Exploring similarities and differences with colour</p> <p>Begin to explore how their bodies are similar/different to others</p> <p><b>COMMUNICATION/LANGUAGE:</b></p> <p>Stories/rhymes/songs linked to colours</p> <p>Developing vocab/signs/symbols linked to colours</p> <p>Exploring questions linked to themselves and stories linked to colour</p> <p><b>PHYSICAL DEVELOPMENT:</b></p> <p>Fine and gross motor activities linked to coloured objects</p> <p>Sensory play using coloured materials</p> <p>Gross motor development- large objects</p> <p><b>SPECIFIC AREAS/ THINKING:</b></p> <p>Suggested books: Elmer, The Blue Balloon, Brown bear, brown bear, Rainbow Fish, Colour, Pink is for boys, The colours of us</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><b>RE:</b></p> <p>Which people are special to me and my family?</p> <p>Chinese New Year- February 1st</p> <p>Shrove Tuesday- 1st March</p> <p><b>ICT:</b></p> <p>We are creative- Choosing and using tools in an art application</p> <p><b>Online Safety-</b></p> <p>I can help others</p> <p>I can say kind things about the work of others</p>	<p style="text-align: center;"><b>WHATEVER THE WEATHER</b></p> <p><b>EYFS/Early Support Areas of Learning:</b></p> <p><b>PSED:</b></p> <p>What different feelings do different weather conditions provoke?</p> <p>Ruby's Worry (book- linked to feelings , not weather)</p> <p>Exploring feelings:</p> <p>Can express their own feelings</p> <p>Responding to the feelings of others</p> <p>Sharing resources</p> <p><b>COMMUNICATION/LANGUAGE:</b></p> <p>Building up vocabulary linked to the weather</p> <p>Use language to talk about observations of weather and the outside world</p> <p><b>PHYSICAL DEVELOPMENT:</b></p> <p>Investigating appropriate clothing in different weathers</p> <p>Dough disco, squiggle</p> <p><b>SPECIFIC AREAS/ THINKING:</b></p> <p>Literacy- Non-fiction texts, Mr Wolf's week, One Snowy Night, A journey through the Weather, Alfie's Weather, Percy the Park Keeper, Elmer's weather, The Sun and the Wind, Muddy Puddles- Peppa Pig</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 the natural world in different weathers</p> <p>Looking at similarities and differences in the weather</p> <p>Looking at patterns and change in the weather/seasons</p> <p>EAD- Developing imaginative language in role play</p> <p>Role play- Magic Changing Room for different weathers?</p> <p><b>RE:</b></p> <p>Noah</p> <p>Calming of the storm</p> <p>(Old and New Testament- link to Christianity and Judaism)</p> <p>Chinese New Year- February 1st</p> <p>Shrove Tuesday-1st March</p> <p><b>ICT:</b></p> <p>We can understand messages- Controlling and using sound</p> <p>We can email- using email to communicate</p> <p><b>Online Safety-</b> I can agree and follow sensible e safety rules</p> <p>I can keep my password private.</p>

Term	NAC/Reception	Year 1
<p>Spring 2</p>	<p style="text-align: center;"><b>TRADITIONAL TALES</b></p> <p><b>EYFS/Early Support Areas of Learning:</b>  <b>PSED:</b>  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;"><b>COMMUNICATION/LANGUAGE:</b>  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;"><b>PHYSICAL DEVELOPMENT:</b>  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;"><b>SPECIFIC AREAS/ THINKING:</b>  Suggested books: Goldilocks and the Three Bears, Little Red Riding Hood, The Gingerbread Man, The Three Little Pigs, Diverse accounts: <b>Once upon a world collection:</b> Rapunzel, Little Mermaid, Snow white, The Princess and the Pea  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;"><b>RE:</b>  Which stories are special to me?  Palm Sunday- 10th April  Easter Day - 17th April</p> <p style="text-align: center;"><b>ICT:</b>  We can listen- using technology to communicate verbally (link to stories)  <b>Online safety-</b> ' I can talk about good and bad choices'  'I can be kind and say kind things to my friend'</p>	<p style="text-align: center;"><b>FAIRIES AND FROGS</b></p> <p><b>EYFS/Early Support Areas of Learning:</b>  <b>PSED:</b>  Shows preferences for outfits/costumes/puppets linked to stories.  Interacting with familiar peers in role play and props linked to the stories  Exploring actions that can harm others link to the stories  Learning about rules and ways to keep physically and emotionally safe linking to key events and characters from the stories</p> <p style="text-align: center;"><b>COMMUNICATION/LANGUAGE:</b>  Stories/rhymes/songs linked to Fairy Tales  Developing vocab/signs/symbols linked to the stories  Hot seating- linked to good/bad characters  Prepositions</p> <p style="text-align: center;"><b>PHYSICAL DEVELOPMENT:</b>  Write Dance  Movement/Dance in response to the stories</p> <p style="text-align: center;"><b>SPECIFIC AREAS/ THINKING:</b>  Suggested books: Cinderella, Hansel and Gretel, The Little Mermaid, Rapunzel, Snow White and the 7 dwarves, Diverse accounts: <b>Once upon a world collection:</b> Rapunzel, Little Mermaid, Snow white, The Princess and the Pea  Literacy- Fantasy Maps, Characters, Hot seating, Role Play  Maths: Number- Comparing quantities, more/less than  SSM- Investigating 3D shape using junk modelling linked to stories  UW-Small World Play</p> <p style="text-align: center;"><b>EAD</b>  Role play- Fairytale Castle  Making wanted posters for characters from the stories</p> <p style="text-align: center;"><b>RE:</b>  Which stories are special to other people?  Palm Sunday- 10th April  Easter Day- 17th April</p> <p style="text-align: center;"><b>ICT:</b>  We are community members- taking and displaying digital photographs, recording sound  <b>Online safety-</b> We are digital readers- engaging with digital texts(link to literacy)  <b>Online Safety-</b> I know that not everyone is who they say they are on the internet</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 and vegetables

#### COMMUNICATION/LANGUAGE:

Stories/rhymes/songs linked to growing things  
Developing vocab/signs/symbols linked to growth

#### PHYSICAL DEVELOPMENT:

Developing own likes and dislikes when tasting foods they have grown  
Developing fine and gross motor skills linked to gardening- planting, pouring, digging

#### SPECIFIC AREAS/ THINKING:

Suggested books:- Jasper's Beanstalk, The Enormous Turnip, Jack and the Beanstalk, Growing Beans, Fruit, Errol's Garden, Handas Surprise, When Grandma gives you a lemon tree, The extraordinary gardener

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

Role Play- Imaginary garden

EAD

Using different media and materials to make/represent flowers and vegetables

Printing

#### RE:

Which symbols are special to me and my family

Ramadan begins- 2nd April- Eid Ul Fitr: May 3rd

#### 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

## HELPING HANDS

### EYFS/Early Support Areas of Learning:

#### PSED:

Daily routines at home and at school- how do we stay safe in these?  
Working together in a bigger, familiar group

#### COMMUNICATION/LANGUAGE:

Developing vocab/signs/symbols linked to people that help us at home, at school, and in the local community

Listening and attending to visitors from the local community

#### PHYSICAL DEVELOPMENT:

Dough Disco

Fine motor skill focus

#### SPECIFIC AREAS/ THINKING:

Suggested books: Usborne series- Vicky the vet etc, Together we can, Heroes who help us from around the world

Literacy- Non fiction books

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

SSM- Time,

2D and 3D shapes

UW-

Show an interest in different occupations and ways of life

Finding out about people in the local community- eg emergency services

EAD

Role play- emergency services

Using construction resources/tools to create emergency service vehicles, equipment etc

#### RE:

Which symbols are special to other people?

Ramadan begins- 2nd April- Eid ul Fitr: May 3rd

#### 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
<p>Summer 2</p>	<p style="text-align: center;">ANIMAL CRACKERS</p> <p><b>EYFS/Early Support Areas of Learning:</b>  <b>PSED:</b>            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><b>COMMUNICATION/LANGUAGE:</b>            Stories/rhymes/songs/signs linked to Animals            Play linked to sounds that animals make            Special pets in their lives</p> <p><b>PHYSICAL DEVELOPMENT:</b>            Developing ball skills            Movement in response to Carnival of the Animals            Fine motor skills making animal masks</p> <p><b>SPECIFIC AREAS/ THINKING:</b>            Suggested books- Animal Boogie, Dear Zoo, Monkey and Me, Giraffes Cant Dance, The duck in the truck, Vicky the vet, If I had a dinosaur, What do you do if your house is a zoo?            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><b>RE:</b>            Which places are special to me?            Celebrating the Queen's Platinum Jubilee 2nd-5th June</p> <p><b>ICT:</b>            We are designers- Controlling a remote controlled toy            We can count- programming a programmable toy  <b>Online safety-</b> '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;">HERE COMES THE SUN</p> <p><b>EYFS/Early Support Areas of Learning:</b>  <b>PSED:</b>            Special sunny places they have visited            Choosing resources they would need for a trip to the seaside/holiday            To share their views and opinions in a familiar group</p> <p><b>COMMUNICATION/LANGUAGE:</b>            Stories/rhymes/songs/signs linked to special places            Talking about special places they have visited- can they remember features they have seen/experienced?            Vocabulary linked to holidays</p> <p><b>PHYSICAL DEVELOPMENT:</b>            Dough Disco            Travelling on different apparatus</p> <p><b>SPECIFIC AREAS/ THINKING:</b>            Suggested books- Kipper- "Picnic", "Kipper's beach ball", Grandmas beach, Sunny Day, Mermaid dreams, Herman's Holiday, Warm Sun, Soft Sand, What can you see in Summer?            Literacy- Poetry            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><b>RE:</b>            Which buildings are special to other people?            Celebrating the Queen's Platinum Jubilee 2nd-5th June</p> <p><b>ICT:</b>            We can blog- communicating with digital text  <b>Online safety-</b> I can recognise age-appropriate websites (link to topic work)</p>

