

# Early Years Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Suggested theme</b> (This is subject to change following children's interests)	Ourselves	Celebrations/ Traditional Tales	Winter	Spring/Growth	Shopping	Pirates/The Seaside
<b>Possible Texts</b>	The Very Hungry Caterpillar Peepo The Colour Monster Stickman Dear Zoo Monkey Puzzle Nursery Rhyme of the week	Cinderella Three Little Pigs Gingerbread Man Room on the Broom Goldilocks Christmas story Nursery Rhyme of the week	The Gruffalo We're going on a bear hunt Brown Bear, Brown Bear A Squash and a Squeeze Nursery Rhyme of the week	Jasper's Beanstalk Jack and the Beanstalk Tilda's Seeds Nursery Rhyme of the week	The Shopping List Handa's Surprise Nursery Rhyme of the week	Ten Little Pirates Rainbow Fish Commotion in the Ocean The Pirates next door The Pirate cruncher Nursery Rhyme of the week
<b>Seasonal Events</b>	Starting at Bamburgh Autumn	Halloween Bonfire Night Diwali Christmas	Chinese New Year Pancake Day Valentine's Day	Downs' Syndrome Day Easter Mother's Day	Eid al-Fitr Spring bank holiday	Father's Day Eid al-Adha Summer holiday
<b>Key Skills, Knowledge and Understanding</b>						
<b>Communication and Language</b>	<p>Birth to 3: Understand simple instructions. Cs Listen to Simple Stories. Cac</p> <p>3 to 4: Use longer sentences of four to six words. Cap Start a conversation with an adult or friend. Car</p> <p>Reception: Understand how to</p>	<p>Birth to 3: Listen and respond to a simple instruction. Ci Use gestures like waving and pointing to communicate Cl</p> <p>3 to 4: Use a wider range of vocabulary. Cai Sing a large repertoire of songs Cal</p> <p>Reception: Ask questions to find</p>	<p>Birth to 3 Watch someone's face as they talk. Ce Enjoy singing, music and toys that make sounds. Cg</p> <p>3 to 4: Enjoy listening to longer stories and can remember much of what happens. Cag Understand a question or instruction that has two parts eg 'Get your coat and wait at the</p>	<p>Birth to 3: Reach or point to something they want while making sounds. Cm Understand single words in context 'cup' 'milk' 'daddy' Cq</p> <p>3 to 4: Understand 'why' questions like: 'Why do you think the caterpillar got so fat?' Cak Know many rhymes, be able to talk about</p>	<p>Birth to 3 Make themselves understood and become frustrated when they cannot. Cw Develop pretend play, such as putting baby to bed or driving to the shops. Cz</p> <p>3 to 4: Develop their communication, but may still have problems with irregular tenses and plurals, such as</p>	<p>Birth to 3 Listen to other people's talk with interest, but can be easily distracted by other things. Cv Listen to simple stories and understand what is happening, with the help of pictures. Cac</p> <p>3 to 4: Be able to start a conversation with an adult or a friend and continue it for many turns. Car Use talk to organise</p>

	listen carefully. Cat Learn new vocabulary Cau	out more. Caw Describe events in some detail. Caz	door' Caj Reception: Articulate their ideas and thoughts in well-formed sentences. Cax Engage in story times. Cbc	familiar books and be able to tell a long story. Cam Reception: Listen to and talk about stories to build familiarity and understanding. Cbd Use new vocabulary in different contexts. Cbf	'runned' 'swimmed' Can Reception: Listen carefully to rhymes and songs, paying attention to how they sound. Cbg Learn rhymes, poems and songs. Cbh	themselves and their play 'Let's go on a bus...you sit there, I'll be the driver' Cas Reception: Engage in non-fiction books. Cbi Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Cbj
<p><b>Early Learning Goals:</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>						
<b>Personal, Social and Emotional Development (PSED)</b>	Birth to 3: Find ways to calm themselves by being calmed and comforted by key person Pa Establish their sense of self. Pb	Birth to 3: Express preferences and decisions, they also try new things and start establishing their autonomy. Pc Engage with others through gestures,	Birth to 3: Use that engagement to achieve a goal. EG gesture toward their cup to say they want a drink. Pe Find ways of managing transitions eg from their parent to their	Birth to 3: Thrive as they develop self assurance. Pg Look back as they crawl or walk away from their key person. Ph Play with increasing confidence on their own	Birth to 3: Feel confidence when taken out around the local neighbourhood and enjoy exploring new places. Pj Feel strength enough to express a range of	Birth to 3: Grow in independence, rejecting help. Pl Begin to show effortful control. Pm <b>3 to 4:</b> Talk about their feelings, using words

	<p>3 to 4: Select and use activities and resources with help when needed. Ps Develop their sense of responsibility and membership of a community. Pt Reception: See themselves as a valuable individual. Pae</p>	<p>gaze and talk. Pd 3 to 4: Become more outgoing with unfamiliar people Pu Show more confidence in new social situations. Pv Reception: Build constructive and respectful relationships. Paf</p>	<p>key person. Pf 3 to 4: Play with one or more other children, extending and elaborating play ideas. Pw Find solutions to conflicts and rivalries Px Reception: Express their feelings and consider the feelings of others. Pag</p>	<p>and with other children. 3 to 4: Increasingly follow rules, understanding why they are important. Py Remember rules without needing an adult to remind them. Pz Reception: Show resilience and perseverance in the face of challenge. Pah</p>	<p>emotions. Pk 3 to 4: Develop appropriate ways of being assertive. Paa Talk with others to solve conflicts. Pab Reception: Identify and moderate their own feelings socially and emotionally. Pai Think about the perspectives of others. Paj</p>	<p>like 'happy' 'sad' 'angry' or 'worried' Pac Understand gradually how others might be feeling. Pad Reception: Manage their own needs (personal hygiene) Pak Know and talk about the different factors that support their overall health and wellbeing eg regular physical activity. Pal</p>
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**Early Learning Goals:**

**Self-Regulation**

- 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.

**Managing Self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- 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.

**Building Relationships**

- 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.

<b>Physical Development</b>	Birth to 3: Roll over from front	Birth to 3: Pass things from one	Birth to 3: Clap and stamp to music.	Birth to 3: Enjoy starting to kick,	Birth to 3: Walk, run, jump and	Birth to 3: Use large and small
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	<p>to back (Pc) and back to front. Pd Enjoy moving when outdoors and inside. Pe Reach out for objects as coordination develops. Pj 3 to 4: Continue to develop their riding and ball skills. Pah Climb on apparatus using alternate feet. Pai Reception: Revise and refine the fundamental movement skills they have already acquired. Pay Progress towards a more fluent style of moving with developing control and grace. Paz</p>	<p>hand to the other. Po Gradually gain control of their whole body from continual practise of large movements. Pr 3 to 4: Skip, hop, stand on one leg and hold a pose. Paj Use large muscle movements to wave flags and streamers, paint and make marks. Pak Reception: Develop the overall body strength, coordination, balance and agility needed to engage successfully with future PE sessions. Pbe Develop their small motor skills so they can use a range of tools competently, safely and confidently. Pba</p>	<p>Ps Fit themselves into spaces like tunnels, dens and boxes. Pt 3 to 4: Start taking part in some group activities which they make up themselves. Pal Increasingly be able to use and remember sequences and patterns of movement related to music and rhythm. Pam Reception: Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. Pbb Combine different movements with ease and fluency. Pbc</p>	<p>throw and catch balls. Pu Build independently with a range of appropriate resources. Pv 3 to 4: Match their developing physical skills to tasks and activities in the setting. Eg walk/run across a plank. Pan Choose the right resource to carry out their own plan eg choose a spade to dig a hole. Pao Reception: Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Pbd Develop overall body strength, balance, co-ordination and agility. Pbe</p>	<p>climb. Px Sit on a push along wheeled toy. Paa 3 to 4: Collaborate with others to manage large items. Pap Use one handed tools and equipment eg scissors. Paq Reception: Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Pbf Develop precision and accuracy with ball activities. Pbf</p>	<p>motor skills to do things independently eg buttons, zips. Pad Show an increasing desire to be independent eg start eating independently with a knife and fork. Pae 3 to 4: Use a comfortable grip with good control when using pens and pencils. Par Show preference for a dominant hand. Pau Reception: Develop the foundations of a handwriting style which is fast, accurate and efficient. Pbh Further develop the skills they need to manage the school day successfully eg lining up and queuing, mealtimes. Pbj</p>
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**Early Learning Goals:**

**Gross Motor Skills**

- 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.

**Fine Motor Skills**

- 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><b>Literacy</b></p>	<p>Birth to 3: Enjoy songs and rhymes, tuning in and paying attention. La Join in with songs and rhymes. Lb <b>3 to 4:</b> <b>Understand the five key concepts about print.</b> Reception: Read individual letters by saying the sounds for them. Lac</p>	<p>Birth to 3: Say some of the words in songs and rhymes. Lc Copy finger movements and other gestures. Ld <b>3 to 4:</b> <b>Develop their phonological awareness.</b> Reception: Blend sounds into words, so they can read short words. Lad</p>	<p>Birth to 3: Sing songs and say rhymes independently. Le Enjoy sharing books with an adult. Lf <b>3 to 4:</b> <b>Engage in extended conversations about stories.</b> Ly Reception: Read a few common exception words, matched to school's Phonic programme. Laf</p>	<p>Birth to 3: Pay attention and respond to the pictures or the words. Lg Have a favourite book. Lh <b>3 to 4:</b> <b>Use some of their print and letter knowledge in their early writing.</b> Lz Reception: Form lowercase and capital letters correctly. Lai</p>	<p>Birth to 3: Repeat words and phrases from familiar stories. Li Ask questions about the book. Lj Makes comments and shares ideas. Lk <b>3 to 4:</b> <b>Write some, or all of their name.</b> Laa Reception: Spell words, by identifying the sounds and then writing the sound with letter. Laj</p>	<p>Birth to 3: Develop play around a favourite story, using props. Ll Notice some print, such as the first letter of their name, a bus or door number, or familiar logo. Lm <b>3 to 4:</b> <b>Write some letters accurately.</b> Lab Reception: Write short sentences with words with known letter sound correspondences, using a capital letter and a full stop. Lak</p>
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**Early Learning Goals:**

**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, non-fiction, rhymes and poems and during role play.

**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.

**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 and sentences that can be read by others.

<p><b>Maths</b></p>	<p>Birth to 3: Combine objects, like stacking blocks and cups. Ma Put objects inside others and take them out again. Mb 3 to 4: Develop fast recognition of up to 3 objects, without having to count them individually. Mn Reception: Count objects, actions and sounds. Mah Subitise. Mai</p>	<p>Birth to 3: Take part in finger rhymes with numbers. Mc React to changes of amount in a group of up to 3 items. Md 3 to 4: Experiment with their own symbols and marks as well as numerals. Mt Reception: Link the number symbol (numeral) with it's cardinal number value. Maj Count beyond ten. Mak</p>	<p>Birth to 3: Compare amounts, saying 'lots', 'more' or 'same' Me Develop counting like behaviour, such as making sounds, pointing or saying some numbers in sequence. Mf 3 to 4 Talk about and explore 2D and 3D shapes using informal and mathematical language. Mw Reception: Compare numbers. Mal Understand the 'one more than' 'one less than' relationship between consecutive numbers. Mam</p>	<p>Birth to 3: Count in everyday contexts, sometimes skipping numbers. Mg Build with a range of resources. Mj 3 to 4: Understand position through words alone with no pointing. Mx Reception: Explore the composition of numbers to ten. Man Automatically recall numbers bonds for numbers 0-5 and some to ten. Mao</p>	<p>Birth to 3: Complete inset puzzles. Mk Compare sizes, weights etc using gesture and language. Ml 3 to 4: Describe a familiar route. My Reception: Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have another shape within it. Map</p>	<p>Birth to 3: Notice patterns and arrange things in patterns. Mm 3 to 4: Make comparisons between objects relating to size, length, weight and capacity. Maa Reception: Continue, copy and create repeating patterns. Maq Compare length, weight and capacity. Mar</p>
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**Early Learning Goals:**

**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.

**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.

<p><b>Understanding the World</b></p>	<p>Birth to 3: Repeat actions that have an effect Ua 3 to 4: Use all their senses in hands on exploration of natural materials. Ug Explore collections of materials with similar and/or different properties. Uh Reception: Talk about members of their immediate family and community. Uv Name and describe people who are familiar to them. Uw</p>	<p>Birth to 3: Explore materials with different properties. Ub 3 to 4: Talk about what they see, using a wide vocabulary. Ui Begin to make sense of their own life story and family's history. Uj  Reception: Comment on images of familiar situations in the past. Ux Compare and contrast characters from stories, including figures from the past. Uy</p>	<p>Birth to 3: Explore natural materials indoors and outside. Uc 3 to 4: Show interest in different occupations. Uk Explore how things work. Ul Reception: Draw information from a simple map. Uz Understand that some places are special to members of their community. Uaa</p>	<p>Birth to 3: Explore and respond to different natural phenomena in their setting and on trips. Ud 3 to 4: Plant seeds and care for growing plants. Um Understand the key features of the life cycle of a plant and an animal. Un/Uo Reception: Recognise that people have different beliefs and celebrate special times in different ways. Uab Recognise some similarities and differences between life in this country and life in other countries. Uac</p>	<p>Birth to 3: Make connections between the features of their family and other families. Ue 3 to 4: Begin to understand the need to respect and care for the natural environment and all living things. Up Explore and talk about different forces they can feel. Uq Reception: Explore the natural world around them. Uad Describe what they see, feel and hear whilst outside. Uae</p>	<p>Birth to 3: Notice differences between people. Uf 3 to 4: Talk about the differences between materials and changes they notice. Ur Continue developing positive attitudes about the differences between people. Us Know that there are different countries in the world (Ut) and talk about the differences they have experienced or seen in photos. Uu Reception: Recognise some environments that are different to the one in which they live. Uaf Understand the effect of changing seasons on the natural world around them. Uag</p>
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**Early Learning Goals:**

**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.

**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 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.

<b>Expressive Arts and Design</b>	<p>Birth to 3: Move and dance to music. Ec 3 to 4: Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Et Reception: Create collaboratively, sharing ideas, resources and skills. Eao</p>	<p>Birth to 3: Join in with songs and rhymes, making some sounds. Ef Explore a range of sound-makers and instruments and play them in different ways. Eh 3 to 4 Explore different materials freely, to develop their ideas about how to use them and what to make. Ev Reception: Listen attentively, move to and talk about music, expressing their feelings and responses. Eap</p>	<p>Birth to 3: Start to make marks intentionally. Ek Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. El 3 to 4: Draw with increasing complexity and detail, such as representing a face with a circle and including details. Eab Reception: Watch and talk about dance and performance art, expressing their feelings and responses. Eaq</p>	<p>Birth to 3: Enjoy and take part in action songs eg Twinkle Twinkle little star. En 3 to 4: Explore colour and colour mixing. Eae Reception: Sing in a group or on their own, increasingly matching the pitch and following the melody. Ear</p>	<p>Birth to 3: Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it is a phone. Eo 3 to 4: Listen with increased attention to sounds. Eag Remember and sing entire songs. Eah Reception: Develop storylines in their pretend play. Eas</p>	<p>Birth to 3: Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Ep Make simple models which express their ideas. Er 3 to 4: Play instruments with increasing control to express their feelings and ideas. Eal Reception: Explore and engage in music making and dance, performing solo or in groups. Eat</p>
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#### Early Learning Goals:

##### 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.

##### 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.