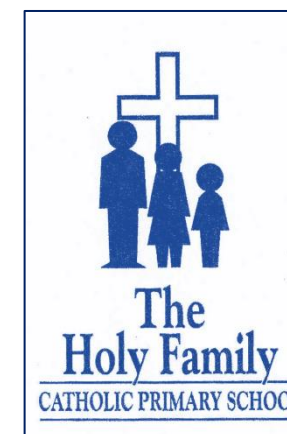




# EARLY YEARS FOUNDATION SGE CURRICULUM MAP 2024 - 2025

*Living each day as one happy and Holy Family*



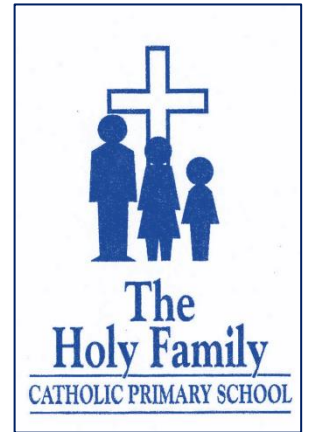
## YEARLY OVERVIEW

|   | AUTUMN 1   | AUTUMN 2  | SPRING 1   | SPRING 2  | SUMMER 1  | SUMMER 2   |
|---|--|---|--|---|---|--|
| <b>GENERAL THEMES</b><br><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i> | MARVELLOUS ME<br><br>AUTUMN / HARVEST  | INTO THE FOREST<br><br>CELEBRATIONS   | ONCE UPON A TIME   | GROWING   | MINIBEASTS  | UNDER THE SEA  |
| RE  | CREATION AND COVENANT<br><br>PROPHECY AND PROMISE  |   | GALILEE TO JERUSALEM<br><br>DESERT TO GARDEN   |   | DIALOGUE AND ENCOUNTER<br><br>TO THE ENDS OF THE EARTH  |  |
| HIGH QUALITY TEXTS  | The Tiger who came to Tea<br>Peace at Last<br>All about me<br>The Colour Monster<br>The Invisible String<br>Funnybones<br>Stuck<br>Leaf Man<br>The Little Red Hen<br>Shine | The Gruffalo<br>The Gruffalo's Child<br>Owl Babies<br>Stick Man<br>Room on the Broom<br>Bog Baby<br>Percy the Park Keeper<br>The Christmas Story                    | The Gingerbread Man<br>Goldilocks and the Three Bears<br>The Three Little Pigs<br>Little Red Riding Hood<br>Cinderella<br>Jack and the Beanstalk                                   | So much<br>Handa's Hen<br>Handa's Surprise<br>Once there were Giants<br>Non-Fiction books<br>Growing Good<br>Oliver's vegetables<br>Oliver's Fruit Salad<br>The Tiny Seed<br>When I grow Up | The Very Hungry Caterpillar<br>Mad about Minibeasts<br>What the Ladybird Heard<br>Arrgh Spider<br>Superworm   | The Rainbow Fish<br>Sharing a Shell<br>Alba the 100 year old fish<br>Who Swallowed Stanley<br>Little People Big Dreams<br>A home for a Pirate<br>Pirates/Seaside                 |
| ENRICHMENT  | School Visits<br>Harvest mass<br>Welcome Assembly<br>Baking Bread<br>Autumn Walks<br>Mystery Reader<br>Little Chefs<br>Little Gardeners<br>Little Carpenters               | Bonfire night - firefighter visit<br>Remembrance Day<br>Owls visit – Surrey Falconry<br>Welcome Assembly<br>Nativity Production<br>Little chefs<br>Little Gardeners | Chinese New Year<br>Visit to Beijing Restaurant<br>Food tasting – different cultures<br>National Storytelling week<br>Holy Family's got Talent<br>Little Chefs<br>Little Gardeners | Living eggs – Class chick project<br>Mother's Day<br>World Book Day<br>Spring Concert<br>Easter Celebrations<br>Sewing Bee<br>Little Chefs<br>Little Gardeners                              | Live Caterpillars<br>Frogspawn in classroom<br>Minibeast walks<br>Minibeasts Hotels – school woods<br>LEGO Workshop<br>Sewing Bee<br>Little Chefs<br>Little Gardeners | Under the Sea – singing songs and sea shanties<br>Map work - Find the Treasure<br>Father's Day<br>Pirate Day<br>Summer concert<br>Sewing Bee<br>Little Chefs<br>Little Gardeners |



# EARLY YEARS FOUNDATION STAGE CURRICULUM MAP 2024-2025

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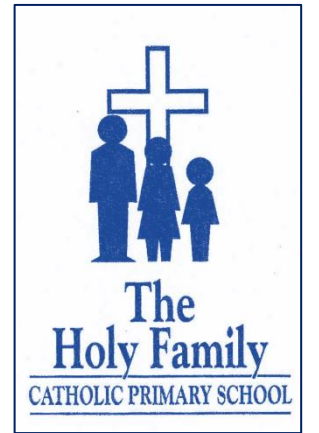


|                         | AUTUMN 1   | AUTUMN 2                        | SPRING 1         | SPRING 2 | SUMMER 1   | SUMMER 2      |
|-------------------------|--|---------------------------------|------------------|----------|------------|---------------|
| GENERAL THEMES          | MARVELLOUS ME<br>AUTUMN / HARVEST  | INTO THE FOREST<br>CELEBRATIONS | ONCE UPON A TIME | GROWING  | MINIBEASTS | UNDER THE SEA |
| COEL                    | <p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>  |                                 |                  |          |            |               |
| OVER ARCHING PRINCIPLES | <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i> EYFS Team</p> |                                 |                  |          |            |               |



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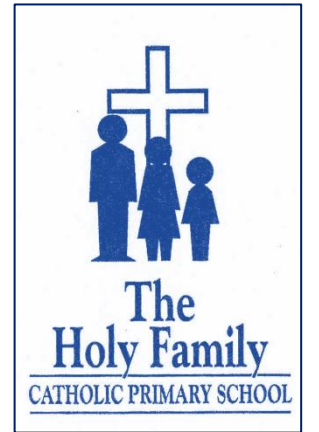


|  |   |  |   |   |   |   |  |  |
|--|---|--|---|---|---|---|--|--|
| <p>HOLY FAMILY LEARNERS<br/>ACTIV8</p> <p><u>TEXTS</u></p> | <p>CARING</p> <p>Dogger<br/>Room on the broom<br/>The Giving Tree<br/>Lost and Found<br/>Gruffalo<br/>How to Catch a Star</p>   | <p>CREATIVE</p> <p>Elmer<br/>Whatever Next<br/>Matisse's Magical Trail</p>   | <p>RESPECTFUL</p> <p>Bog Baby<br/>Little Rabbit Foo<br/>Foo<br/>The Great Kapok Tree<br/>Tusk Tusk</p>  | <p>INDEPENDENT</p> <p>Iggy Peck architect<br/>Lost and found<br/>The missing Piece<br/>The Way back Home</p>  | <p>RESILIENT</p> <p>Peace at last<br/>Stuck<br/>After the Storm<br/>Peter and the wolf<br/>Up and Down<br/>Monkey Puzzle<br/>The Way Back Home</p>  | <p>MOTIVATED</p> <p>The Koala who could<br/>The Lion Inside<br/>Stuck<br/>Because<br/>The Pencil</p>  | <p>REFLECTIVE</p> <p>I'm Sorry<br/>One world<br/>Bog baby<br/>The great kapok Tree</p> | <p>CONFIDENT</p> <p>Giraffe's Can't Dance<br/>Because<br/>Can I play<br/>Oscar Can</p> |
| <p>BRITISH VALUES</p>                                      | <p><b>Mutual respect</b></p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p> | <p><b>Mutual Tolerance</b></p> <p>Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others.<br/>Mutual tolerance of those with different faiths and beliefs and for those without faith.<br/>Done through celebrations</p> | <p><b>Rule of law</b></p> <p>We all know that we have rules at school that we must follow.<br/>We know who to talk to if we do not feel safe.<br/>We know right from wrong.<br/>We recognise that we are accountable for our actions.<br/>We must work together as a team when it is necessary.<br/>Class rules</p> | <p><b>Individual liberty</b></p> <p>We all have the right to have our own views.<br/>We are all respected as individuals.<br/>We feel safe to have a go at new activities.<br/>We understand and celebrate the fact that everyone is different.</p> | <p><b>Democracy</b></p> <p>We all have the right to be listened to.<br/>We respect everyone and we value their different ideas and opinions.<br/>We can play with who we want to play with.<br/>We listen with intrigue and value and respect the opinions of others.</p> | <p><b>British Values</b></p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.<br/>Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p> |  |  |



# EARLY YEARS FOUNDATION STAGE CURRICULUM MAP 2024-2025

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## DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS

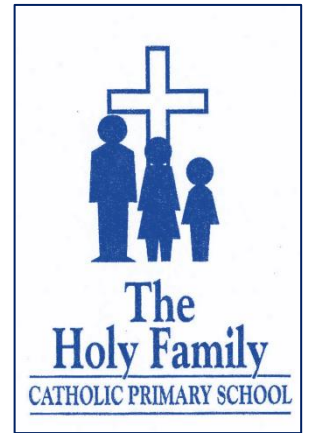
| BAME MAIN CHARACTERS  | CULTURAL DIVERSITY  | NEURODIVERSITY   | PHYSICAL DISABILITIES  | DIFFERENT FAMILIES  |
|---|---|--|--|---|
| So much<br>Shine<br>Astro Girl<br>Lulu's first day<br>Baby goes to market<br>Mommy saying<br>Full, full full of love<br>15 things not to do with a puppy<br>Jabari jumps<br>Have you seen elephant?<br>The Very Little Rapunzel | The big book of families<br>Maisie's scrapbook<br>Hats of faith<br>The Jasmine Sneeze<br>Golden domes and silver lanterns | We're all wonders<br>Perfectly Norman<br>Incredible you<br>I see things differently<br>Mr Gorski I think I have the wiggle fidgets<br>Because<br>What makes me a me? | Its ok to be different<br>When Charlie met Emma<br>Only one you<br>Don't call me special<br>Happy to be me<br>Millie gets her super ears | My pirate mums<br>Mt two grandads<br>The girl with two dads<br>We are family<br>More people to love me<br>Our class is a family<br>Love makes a family<br>Heather has two mummies |





# EARLY YEARS FOUNDATION STAGE CURRICULUM MAP 2024-2025

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## PRIME AREA – PERSONAL. SOCIAL AND EMOTIONAL DEVELOPMENT

*Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.*

| PSED  | AUTUMN 1   | AUTUMN 2  | SPRING 1  | SPRING 2 | SUMMER 1 | SUMMER 2  |
|---|--|---|---|----------|----------|---|
| <b>Self-Regulation</b><br><br><b>Managing Self</b><br><br><b>Building Relationships</b> | Settling in activities, Class routines, Making friends<br>The Colour Monster, My Feelings,<br>My Family / My Home / My Body<br>Class Rules / Rainbow chart<br>Time to Talk / Lego Therapy<br>I’m special you’re special / Same and different | Wash hands and learn about why this is important. Use the toilet and wash hands with verbal prompts. Take coat on and off independently | What’s safe to go in my body?<br>Keeping myself safe<br>Safe indoors and outdoors<br>Listening to my feelings<br>Keeping safe online<br>People who help to keep me safe<br>Show resilience and perseverance in the face of challenge.<br>Identify and moderate their own feelings socially and emotionally.<br>Life stages, plants, animals, humans<br>Life stages, human life stage, who will I be?<br>Getting bigger<br>Me and my body, |          |          | Think about the perspectives of others. Manage their own needs.<br>What’s Good about me? Exploring our gifts and talents. Circle time discussions and conversation stations<br>Stories exploring resilience and to keep on trying to reach your goal.<br>Transition into Year 1<br>Year 1 readiness |

**NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year**

### 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.

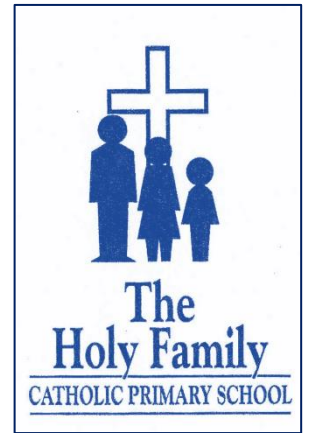
**Managing Self:** Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the 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.



# EARLY YEARS FOUNDATION STAGE CURRICULUM MAP 2024-2025

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## PRIME AREA – COMMUNICATION AND LANGUAGE

The development of children’s spoken language underpins all seven areas of learning and development. Children’s **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.

|   | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2   | SUMMER 1   | SUMMER 2  |
|---|---|--|--|--|--|---|
| <p><b>Listening, Attention and Understanding</b></p> <p><b>Speaking</b></p> | <p>Foundation for phonics<br/>How to be a good listener<br/>How to be a good speaker.<br/>Listening &amp; Attention games<br/>Children talking about experiences that are familiar to them.<br/>Follow instructions (settling in, putting my things away)<br/>Develop vocabulary<br/>Time to Talk<br/>Talk boost intervention<br/>Listen to and talk about stories.</p> | <p>Foundation for phonics<br/>Develop vocabulary<br/>Time to talk interventions<br/>Tell me a story - retelling stories: talk for writing<br/>Story language<br/>Listening and responding to stories<br/>Following instructions<br/>Takes part in discussion<br/>Understand how to listen carefully and why listening is important.<br/>Choose books that will develop their vocabulary<br/>Ask questions to find out more and to check they understand what has been said to them.<br/>Develop social phrases. Engage in story times.</p> | <p>Develop vocabulary<br/>Talk Boost interventions<br/>Ask’s how and why questions...<br/>Retell a story with story language<br/>Remember key points from a story<br/>Ask questions to find out more and to check they understand what has been said to them.<br/>I can describe events (Chinese New Year)<br/>Listen to and talk about stories to build familiarity and understanding.<br/>Learn rhymes, poems and songs.</p> | <p>Articulate ideas and thoughts in well-formed sentences.<br/>Connect one idea or action to another using a range of connectives. Engage in nonfiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.<br/>Ask questions to find out more<br/>Describe events in detail.</p> | <p>Describe events in some detail<br/>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.<br/>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> | <p>I can talk about the experiences I have had at different points in the school year<br/>Use new vocabulary in different contexts.</p> |

### Early learning Goals

#### Listening, Attention and understanding:

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

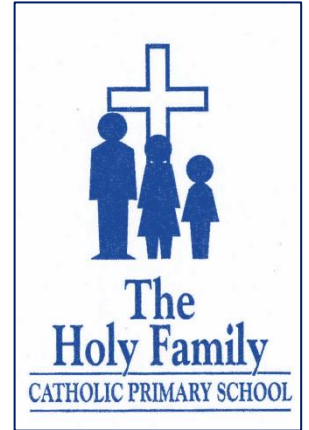
#### Speaking:

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.



# EARLY YEARS FOUNDATION STAGE CURRICULUM MAP 2024-2025

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## PRIME AREA – PHYSICAL DEVELOPMENT

*Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.*

|                           | AUTUMN 1  | AUTUMN 2  | SPRING 1   | SPRING 2   | SUMMER 1   | SUMMER 2   |
|---------------------------|---|---|--|--|--|--|
| <b>Fine Motor Skills</b>  | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Manipulate objects with good fine motor skills<br>Draw lines and circles using gross motor movements<br>Hold pencil/paint brush beyond whole hand grasp<br>Pencil Grip<br>Taking shoes off and putting them on  | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand<br>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Begin to form letters correctly<br>Handle tools, objects, construction, and malleable materials with increasing control<br>Encourage children to draw freely.<br>Holding Small Items / Button Clothing / zips<br>Cutting with Scissors | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Hold pencil effectively with comfortable grip<br>Form recognisable letters most correctly formed | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Develop pencil grip and letter formation continually<br>Use one hand consistently for fine motor tasks<br>Cut along a straight line with scissors /<br>Start to cut along a curved line, like a circle | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Form letters correctly<br>Cut a shape out using scissors<br>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture<br>Draw pictures that are recognisable<br>Build things with smaller linking blocks, such as Duplo or Lego |
| <b>Gross Motor Skills</b> | Moving freely-slithering, shuffling, rolling, crawling, walking, running, hopping, skipping, sliding Increasing control over an object in patting, pushing Building with various equipment Climbing Outdoor bikes Drawing using whole body movements. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.<br><b>CONTINUOUS PROVISION;</b> Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options |   |  |  |  |  |

### 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:**

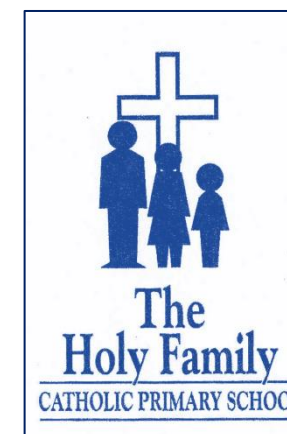
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.





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## SPECIFIC AREA – LITERACY

*It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)*

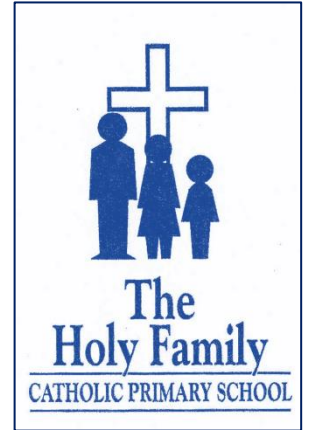
|  | AUTUMN 1   | AUTUMN 2  | SPRING 1  | SPRING 2  | SUMMER 1  | SUMMER 2   |
|--|--|---|---|---|---|--|
| <p><b>Comprehension</b><br/>Visit school library (Tuesdays)<br/><b>ELG:</b><br/>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their 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</p> | <p>Show a preference for a book, song or rhyme.</p>  | <p>Talk about events and characters in a story read to me.<br/>Join in with rhymes and stories.<br/>Fill in missing words from well-known rhymes</p>  | <p>Show interest and answer simple questions about the text<br/>Use words to check reading makes sense</p>  | <p>Demonstrate understanding when talking about what have read<br/>Repeat words or phrases to check reading</p>   | <p>Check reading makes sense<br/>I think about what I already know to help me with my reading<br/>Say rhymes by heart<br/>Sometimes notice errors<br/>know that illustrations can help me make sense of my reading</p>  | <p>Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)<br/>I can use and understand recently introduced vocabulary during discussions about stories.</p> |
| <p><b>Word Reading</b><br/><b>ELG:</b><br/>Say a sound for each letter in the alphabet and at least 10 digraphs.<br/>• 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.</p>  | <p><b>Phonics: Little Wandle</b><br/>(See separate plans)<br/>Foundation for Phonics<br/>Nursery/Finger Rhymes<br/>Whole class<br/>I can handle books correctly and follow print left to right, top to bottom<br/>I can locate the title<br/>I can segment and blend words orally<br/>I can recognise words that rhyme</p> | <p><b>Phonics: Little Wandle</b><br/>(See separate plans)<br/>Foundation for Phonics<br/>I can Link most sounds to letters<br/>I am beginning to blend and segment in order to read vc and cvc words<br/>I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print<br/>I can read some Phase 2 words including some tricky words</p> | <p><b>Phonics: Little Wandle</b><br/>(See separate plans)<br/>Foundation for Phonics<br/>I can locate and recall the title<br/>I can read with 1-1 correspondence<br/>I can read some common irregular words (Phase2/3)<br/>I can link all sounds to letters<br/>I can solve simple words by blending sounds and I check what I read makes sense and sounds right</p> | <p><b>Phonics: Little Wandle</b><br/>(See separate plans)<br/>Foundation for Phonics<br/>I can read and understand simple sentences<br/>I can use phonic knowledge to read and decode regular words<br/>I can read all Phase 2 words<br/>I can read some of Phase 3 words</p> | <p><b>Phonics: Little Wandle</b><br/>(See separate plans)<br/>Foundation for Phonics<br/>I can read phase 3 words (decodable and tricky)<br/>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)<br/>I can read words consistent with my phonic knowledge by sound blending (ELG)<br/>I can re-read books showing increased accuracy and fluency</p> | <p><b>Phonics: Little Wandle</b><br/>(See separate plans)<br/>Foundation for Phonics<br/>End of term assessments<br/>Transition work with Year 1 staff</p>   |





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## SPECIFIC AREA – LITERACY CONT'D

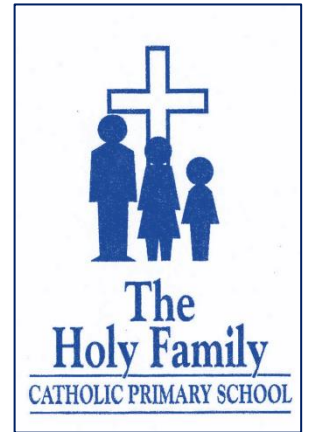
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| Writing  | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2   | SUMMER 1   | SUMMER 2   |
|--|---|--|--|--|--|--|
| <p><b>ELG:</b></p> <p>Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.</p> | <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Writing for a purpose in role play PHASE WORDS</p> | <p>Recount, Name writing, labelling, talk for writing block, story scribing. Retelling stories, letter writing (Stick Man, to Santa) Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. PHASE WORDS</p> | <p>Exciting adjectives 'Wow words' Rhyming words/sentences Instructions Captions Writing recipes, lists. PHASE WORDS</p> | <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions. Order the Easter story PHASE WORDS</p> | <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Recount Acrostic poems</p> | <p>Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description –sea creatures</p> |



# EARLY YEARS FOUNDATION STAGE CURRICULUM MAP 2024-2025

*Living each day as one happy and Holy Family*



## SPECIFIC AREA – MATHS

*Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.*

|                           | AUTUMN 1   | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1   | SUMMER 2   |
|---------------------------|--|---|---|--|--|--|
| <b>Number</b>             | Getting to know You<br>Opportunities for settling in, introducing the areas of provision.<br>Key times of the day, class routines  | Representing 1 2 & 3<br>Comparing 1 2 & 3<br>Composition of 1 2 & 3<br>2D shapes<br>Positional language | Introducing zero<br>Comparing numbers to 5<br>Composition of 4 & 5<br>Compare mass<br>Compare capacity<br>6 7 & * | Counting to 9 & 10<br>Comparing numbers to 10<br>Bonds to 10<br>3D Shapes<br>Spatial awareness<br>Patterns | Building numbers beyond 10<br>Counting patterns beyond 10<br>Spatial reasoning<br>Match, Rotate, Manipulate<br>Adding more<br>Taking away<br>Compose and decompose | Doubling<br>Sharing and grouping<br>Even and odd<br>Visualise and build<br>Deepening understanding patterns and relationships<br>Mapping |
| <b>Numerical Patterns</b> | Exploring the continuous provision inside and out.<br>Where do things belong?<br>Positional language.<br>Matching and sorting<br>Compare amounts<br>Compare size<br>Mass and Capacity<br>Exploring Pattern | Representing numbers to 5<br>One more<br>One less<br>Time   | Combining 2 amounts<br>Making pairs<br>Length and height<br>Time  |  |  |  |

### 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.

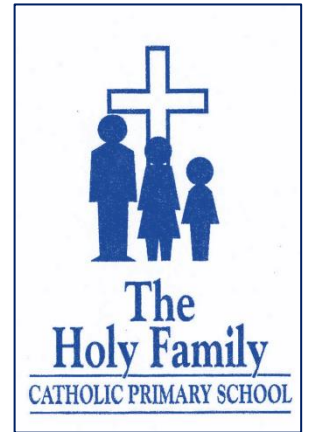
#### Numerical Patterns:

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.



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## SPECIFIC AREA – UNDERSTANDING THE WORLD

*Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.*

|  | AUTUMN 1   | AUTUMN 2  | SPRING 1   | SPRING 2   | SUMMER 1   | SUMMER 2   |
|--|--|---|--|--|--|--|
|  | Identifying / commenting on their family.<br>Show interest in the lives of other people who are familiar<br>Talk about what they do with their family and places they have been with their family.<br>Draw similarities and make comparisons between other families.<br>Draw a simple map<br>Talk about things I have observed such as autumn<br>Ask questions about aspects of familiar world<br>I can talk about why things happen: making bread | Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes<br>Talk about significant events in my own experiences<br>I can recognise and describe special times or events for family or friends<br>Recognise that people have different beliefs and celebrate special times in different ways | Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see<br>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.<br>Celebrate Chinese New year<br>Recognising that people have different beliefs<br>Respecting difference<br>Talk about lives of people around us<br>Talk about experiences at different points in the year...<br>Changing seasons: winter<br>Ice experiments<br>Knowing there are different countries in the world (China) | Similarities and differences between countries/environments/Africa /Animals using Handa’s Hen<br>Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?<br>I can describe special events (Easter)<br>Growth & Change: chick life cycle<br>I can tell you what a plant needs to grow (growing the beanstalk)<br>I can understand the key features of the life cycle of a plant and animal | Growth & Change: frog life cycle / butterfly<br>I can show care and concern for living things in the environment<br>I can start to develop an understanding of growth, decay and changes over time<br>I can talk about some of the things I have observed such as plants, animals, natural and found objects | Materials: Floating / Sinking – boat building Metallic / non-metallic objects<br>Seasides long ago<br>Non-fiction texts that offer an insight into contrasting environments.<br>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.<br>I can draw information from a simple map<br>I can talk about ways in which I can look after the environment<br>Pirate maps (maps of school to find treasure) |

### Early Learning Goals:

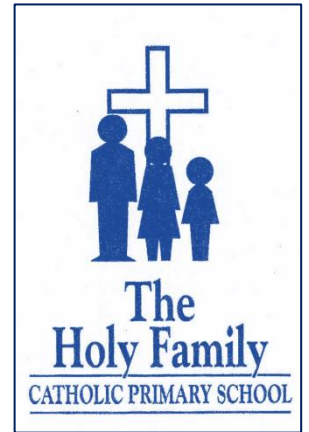
**People. Culture & Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what 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, nonfiction 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



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## SPECIFIC AREA – EXPRESSIVE ARTS AND DESIGN

*The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.*

|  | AUTUMN 1   | AUTUMN 2   | SPRING 1   | SPRING 2  | SUMMER 1   | SUMMER 2  |
|--|--|--|--|---|--|---|
| <p><b>Creating with materials</b></p> <p><b>Being imaginative and Expressive</b></p> | <p>Join in with songs<br/>Beginning to mix colours<br/>Rubbings of leaves<br/>Leaf Man collages.<br/>Andy Goldsworthy natural art<br/>Build stories around toys (small world) use available props to support role play<br/>Build models using construction equipment.<br/>Junk modelling, take picture of children’s creations and record them explaining what they did.<br/>Exploring sounds and how they can be changed, tapping out of simple rhythms.<br/>Play pitch matching games, humming or singing<br/>To draw / paint self-portrait.<br/>Feelings: taking photos of children acting out emotions</p> | <p>Use different textures and materials to make firework pictures<br/>Listen to music and make their own dances in response.<br/>Christmas decorations, Christmas cards, Christmas songs/poems<br/>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.<br/>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue<br/>Nativity role play &amp; performance<br/>Making a stick man using natural objects</p> | <p>Concentric circles - I can produce a piece of artwork using an artists style as a stimulus<br/>Explore how colour can be changed<br/>Making lanterns, Chinese writing, puppet making, Chinese music<br/>Use various construction materials: make a bridge for the gingerbread man</p> | <p>Make patterns using different colours<br/>Children will explore ways to protect the growing of plants by designing scarecrows.<br/>Mother’s Day crafts<br/>Artwork themed around African Art<br/>Learn a traditional African song and dance and perform it /<br/>Encourage children to create their own music.<br/>Exploration of other countries – dressing up in different costumes Easter crafts printing, patterns on Easter eggs /plants<br/>I can combine media to make a collage (collage chick)<br/>Drama conventions through literacy</p> | <p>Collage-farm animals / Making houses. Pastel drawings, Life cycles,<br/>Flowers-Sun flowers (Van Gogh)<br/>Junk modelling, houses, bridges boats and transport.<br/>Provide children with a range of materials for children to construct with.<br/>Create collaboratively: making 3d ladybird shells: papier mache: working in pairs<br/>Use various construction materials</p> | <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.<br/>Colour mixing – underwater pictures.<br/>Father’s Day Crafts<br/>Making models from recycled materials: link to keeping our sea clean<br/>Using clay to make a coil pot (link to the curled shell in Sharing a Shell)</p> |

**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.



