

# Early Years Curriculum Map 2018-2019

	Autumn		Spring		Summer	
	This is Me!	Celebrations	Under the Sea	Minibeasts	Farms	Seaside
Communication and Language	<ul style="list-style-type: none"> <li>Shows interest in play with sounds, songs and rhymes.</li> <li>Focus</li> <li>Understands more complex sentences</li> <li>Understands 'who', 'what', 'where' in simple questions</li> <li>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>Holds a conversation jumping from topic to topic.</li> <li>Uses simple sentences (e.g. Mummy gonna work).</li> </ul>	<ul style="list-style-type: none"> <li>Listens to others one to one or in small groups, when conversation interests them.</li> <li>Is able to follow directions</li> <li>Shows understanding of prepositions</li> <li>Responds to simple instructions</li> <li>Uses a range of tenses .</li> <li>Builds up vocabulary that reflects the breadth of their experiences.</li> <li>Uses talk in pretending that objects stand for something else.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories with increasing attention and recall.</li> <li>Joins in repeated refrains</li> <li>Focussing attention</li> <li>Preposition such as 'under' 'on top' 'behind'.</li> <li>Beginning to use more complex sentences to link thoughts</li> <li>Can retell a simple past event.</li> <li>Can use talk to connect ideas.</li> <li>Question why things happen.</li> <li>Uses a intonation, rhythm and phrasing to make themselves clear.</li> <li>Uses vocabulary particularly focused on objects and people that are of particular importance to them.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains attention and concentrates and sits quietly during appropriate activities.</li> <li>Two-channelled concentration.</li> <li>Responds to instructions involving two-part sequence.</li> <li>Able to follow a story without props.</li> <li>Listens and responds to ideas expressed by others.</li> <li>Uses language to imagine and recreate roles.</li> </ul>	<ul style="list-style-type: none"> <li>Uses language to imagine and recreate roles.</li> <li>Understands humour e.e. nonsense rhymes and jokes.</li> <li>Links statements and sticks to a main theme or intention.</li> <li>Uses a storyline or narrative in their play.</li> </ul>	<ul style="list-style-type: none"> <li>Understands humour e.e. nonsense rhymes and jokes.</li> <li>Links statements and sticks to a main theme or intention.</li> <li>Uses a storyline or narrative in their play.</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>Runs safely on whole foot.</li> <li>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>Can kick a large ball.</li> <li>Turns pages in a book, sometimes several at once.</li> <li>Beginning to be independent in self-care, but still often needs adult support.</li> </ul>	<ul style="list-style-type: none"> <li>Imitates drawing simple shapes such as circles and lines.</li> <li>Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li> <li>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>makes snips in paper with child scissors.</li> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> </ul>	<ul style="list-style-type: none"> <li>Moves freely and with pleasure and confidence in a range of ways.</li> <li>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>Can stand momentarily on one foot when shown.</li> <li>Can catch a large ball.</li> <li>Draws lines and circles using gross motor movements.</li> <li>Can copy some letters, e.g. letters from their name.</li> <li>Beginning to use three fingers (tripod grip) to hold writing tools.</li> </ul>	<ul style="list-style-type: none"> <li>Jumps off an object and lands appropriately.</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>Shows understanding of how to transport and store equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>Understands good exercise, eating, sleeping and hygiene.</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>Practices some appropriate safety measures without direct supervision.</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use anticlockwise movement and retrace vertical lines.</li> <li>Begins to form recognisable letters.</li> <li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>Shows understanding of the need for safety when tackling new challenges.</li> </ul>

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Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Separates from main carer with support and encouragement from a familiar adult.</li> <li>• Expresses own preferences and interests.</li> <li>• Can express their own feelings such as sad, happy, cross, scared, worried.</li> <li>• Shows understanding and cooperates with some boundaries and routines.</li> <li>• Interested in others' play and starting to join in.</li> <li>• Learns how to use equipment appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Tries to help or give comfort when others are distressed.</li> <li>• Shows understanding and cooperates with some boundaries and routines.</li> <li>• Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</li> <li>• Growing ability to distract self when upset</li> <li>• May form a special friendship with another child.</li> <li>• Can select and use activities and resources with help.</li> <li>• Enjoys responsibility of carrying out small tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Confident to talk to other children when playing</li> <li>• Shows confidence in asking adults for help.</li> <li>• Aware of own feelings and actions</li> <li>• Begins to accept the needs of others</li> <li>• Initiates play, offering cues to peers to join them.</li> <li>• Demonstrates friendly behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems</li> <li>• Initiates conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Has some favourite stories, rhymes, songs, poems or jingles.</li> <li>• Repeats words or phrases from familiar stories.</li> <li>• Fills in the missing word or phrase</li> <li>• Distinguishes between the different marks they make.</li> <li>• Phase One phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys rhyming and rhythmic activities.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Phase One phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Joins in with repeated refrains</li> <li>• Beginning to be aware of the way stories are structured.</li> <li>• Looks at books independently.</li> <li>• Recognises familiar words and signs.</li> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Describes main story settings, events and principal characters</li> <li>• Writes own name</li> <li>• Phase One/Two Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> <li>• Suggests how the story might end.</li> <li>• Knows information can be relayed in the form of print.</li> <li>• Knows that print carries meaning</li> <li>• Ascribes meanings to marks that they see in different places.</li> <li>• Phase Two Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Continues a rhyming string.</li> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Writes labels, captions.</li> <li>• Phase Two Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>• Enjoys an increasing range of books.</li> <li>• Continues a rhyming string.</li> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Writes labels, captions.</li> <li>• Phase Two Phonics</li> </ul>

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Mathematics	<ul style="list-style-type: none"> <li>• Selects a small number of objects</li> <li>• Recites some number names in sequence.</li> <li>• Uses some language of quantities</li> <li>• Notices simple shapes and patterns in pictures.</li> <li>• Begins to use the language of size.</li> <li>• Understands some talk about immediate past and future</li> <li>• Shows an interest in numerals in the environment.</li> <li>• Shows awareness of similarities of shapes in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to make comparisons between quantities.</li> <li>• Knows that a group of things changes in quantity.</li> <li>• Beginning to categorise objects according to properties such as shape or size.</li> <li>• Begins to use the language of size.</li> <li>• Recites some number names in sequence.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Uses positional language.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates and experiments with symbols and marks representing ideas of number.</li> <li>• Recites numbers in order to 10.</li> <li>• Knows that numbers identify how many objects are in a set.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Compares two groups</li> <li>• Separates a group of three or four objects.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> <li>• Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises numerals 1 to 5.</li> <li>• Counts objects to 10, and beginning to count beyond 10.</li> <li>• Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>• Names 'solid' 3D shapes and 'flat' 2D shapes</li> <li>• Selects a particular named shape.</li> <li>• Beginning to use everyday language related to money.</li> <li>• Finds one more or one less</li> <li>• Can describe their relative position such as 'behind' or 'next to'.</li> </ul>	<ul style="list-style-type: none"> <li>• Records, using marks that they can interpret and explain.</li> <li>• Counts an irregular arrangement of up to ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>• Estimates how many objects they can see and checks by counting them.</li> <li>• Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>• Repeating patterns</li> <li>• Uses everyday language related to time.</li> </ul>	<ul style="list-style-type: none"> <li>• Finds the total number of items in two</li> <li>• Begins to identify own mathematical problems based on own interests and fascinations.</li> <li>• Selects a particular named shape.</li> <li>• Can describe their relative position</li> <li>• Orders two or three items by length or height.</li> <li>• Orders two items by weight or capacity.</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Has a sense of own immediate family</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background</li> <li>• Enjoys playing with small-world models</li> <li>• Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Knows how to operate simple equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding changes over time.</li> <li>• Shows care and concern for living things</li> <li>• Shows interest in different occupations</li> <li>• Knows that information can be retrieved from computers.</li> </ul>	<p>30-50/40-60 (Same objective as Under the Sea).</p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> <li>• Looks closely at similarities, differences, patterns and change.</li> <li>• Completes a simple program on a computer.</li> <li>• Interacts with age-appropriate computer software.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> <li>• Looks closely at similarities, differences, patterns and change.</li> <li>• Completes a simple program on a computer.</li> <li>• Interacts with age-appropriate computer software.</li> </ul>	<ul style="list-style-type: none"> <li>• Completes a simple program on a computer.</li> <li>• Interacts with age-appropriate computer software.</li> </ul>

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Expressive Arts and Design	<ul style="list-style-type: none"> <li>Joins in singing favourite songs.</li> <li>Creates sounds by banging, shaking, tapping or blowing.</li> <li>Shows an interest in the way musical instruments sound.</li> <li>Experiments with blocks, colours and marks.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> <li>Enjoys joining in with dancing and ring games.</li> <li>Sings a few familiar songs.</li> <li>Explores colour and how colours can be changed.</li> <li>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>Engages in imaginative role-play based on own first-hand experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Imitates movement in response to music.</li> <li>Taps out simple repeated rhythms.</li> <li>Explores and learns how sounds can be changed</li> <li>Uses various construction materials.</li> <li>Joins construction pieces together to build and balance.</li> <li>Creates movement in response to music.</li> <li>Builds stories around toys</li> <li>Role-play</li> </ul>	<ul style="list-style-type: none"> <li>Uses available resources to create props to support role-play.</li> <li>Captures experiences and responses with a range of media</li> <li>Draws recognisable shapes.</li> <li>Begins to build a repertoire of songs and dances.</li> <li>Explores the different sounds of instruments.</li> <li>Constructs with a purpose</li> <li>Realises tools can be used for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>Uses movement to express feelings.</li> <li>Creates movement in response to music.</li> <li>Begins to build a repertoire of songs and dances.</li> <li>Explores the different sounds of instruments</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> <li>Chooses particular colours to use for a purpose.</li> <li>Introduces a storyline or narrative into their play.</li> <li>Explores what happens when they mix colours.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulates materials to achieve a planned effect.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Plays alongside other children who are engaged in the same theme.</li> <li>Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>
RE	<ul style="list-style-type: none"> <li>Special Days/occasion</li> <li>Harvest</li> </ul>	<ul style="list-style-type: none"> <li>Nativity</li> <li>Christmas</li> <li>Dawili (7<sup>th</sup> October)</li> </ul>		<ul style="list-style-type: none"> <li>Easter (21<sup>st</sup> April)</li> <li>Pancake Day (5<sup>th</sup> March)</li> <li>Easter Egg Hunt</li> </ul>	<ul style="list-style-type: none"> <li>Caring for animals (visiting Farm – Langlebury Farm)</li> </ul>	